

# *The* **CLEARING HOUSE**

*November*

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## **COMPETITION, CONTESTS**

**Awards, Prizes, Privileges**

*By* LOAZ W. JOHNSON

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## **Features of a Good SOCIAL-STUDIES DEPT.**

*By* CARLOS DE ZAFRA, JR.

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## **Civil Defense: The Public Schools' Role**

*By* WILLIAM N. MCGOWAN

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## **Spelling Attack: Plan for 10th Grade**

*By* THELMA L. COOLEY

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Attendance Officer: There's the Human Side . . . Surveying Job Intentions . . . My Class Tackles the Youth Problem . . . An Academic Standard for Each Kind of Student . . . Any Culprit for Mr. Trigart . . . Butterflies in His Stomach

**A JOURNAL for MODERN  
JUNIOR and SENIOR HIGH SCHOOLS**

# The Clearing House

*A journal for modern junior and senior high schools*

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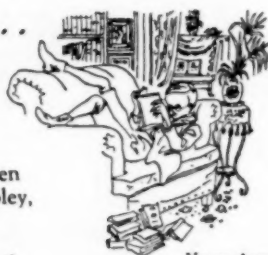
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# COMPETITION, *contests,* *awards, prizes, special privileges*

By LOAZ W. JOHNSON

FOR YEARS school people have followed the practice of holding contests, giving prizes, making awards, and granting special privileges to students. For years philosophers, psychologists, administrators, and teachers have expressed their views on these practices.

Some educators and psychologists insist that such devices have no place in the schools, basing their views on the theory that these practices disturb the children emotionally, causing some to become discouraged and leading others to assume superior attitudes. They also claim that competition in some activities may prove detrimental to the health of some children or youth.

Other educators, psychologists, and philosophers insist that competition should hold an important place in our schools. They base their views on the fact that, since our present democratic society operates almost entirely upon the competitive theory, the schools should be in harmony with the society of which they form a part and which they serve. They also claim that competition is a natural and effective motivating device and should be used extensively in the schools.

The purpose of this article is not to argue for or against competition, contests, and awards, but to raise some questions and try to stimulate some thinking about these

matters. First, is it possible to eliminate entirely from our schools the competitive atmosphere? Have children ever come together and worked for any length of time without some youngster saying: "I bet I can beat you doing so and so." "Mine is better than yours." "Yours is better than mine." "I'll get through before you do." It may be claimed that such statements imply friendly rivalry. Is that not what all competition should be?

Since there has been so much clamor about the evils of competition, there surely has been some research done which points out the harmful results. Who knows about such research and what the results have been? Is there conclusive evidence to show that the harm which results from competition outweighs the good that accrues? Who will provide an article setting forth the basic facts, not personal opinions and fanciful theories, about the effects of competition on all those concerned with the activity?

The disturbing factors about competition, contests, awards, and prizes in schools are the glowing inconsistencies in the prevailing practices and the apparent lack of any guiding policies. For example, the majority of high-school administrators condone, favor, support, and go all out for interscholastic competition with no reservations. These administrators are responsible for sacrificing millions of student-learning periods in the

high schools of the United States in the name of athletic competition each year.

Yet, when these same administrators are requested to sponsor, promote, or even permit interscholastic competition designed to promote learning, improve citizenship, better acquaint students with some important phase of our civilization, or to stimulate thinking, the majority of them turn thumbs down. They consider such activities a waste of time and disturbing to the school.

A very common expression among these administrators is: "These people who try to get us to sponsor contests give me a pain in the neck." Another expression is: "I pitch all literature about contests in the waste basket as soon as it arrives." Others say: "If an organization is strong in my community and brings a lot of pressure on the school, I ask my English teachers to see if they can do something about it." Of course, a few administrators have a plan for choosing contests, give attention to them, and capitalize on the occasions to improve the school community.

If competition in physical activities is good for our children and young people, why would competition in mental and social activities not be good for them? Why would not an I.L.A.C. (Interscholastic Language Arts Conference), be just as much in order as the universal Interscholastic Athletic Conference?

Many high schools have their students grouped according to ability in the field of English. Thus, it would be a relatively simple matter to form A.B.C. and "bonehead" teams. Schedules could be arranged, say for eight contests in literature during the fall months, for six contests in composition during the winter months, and six dramatic contests during the spring months. Experts could get together to develop rules and measuring scales and to serve as referees. The teams and fans would load on buses and go to other schools for half the contests and remain at the home school for the other half. Of course, parents should be invited.

Maybe there should be an admission charge to help defray expenses.

Various methods could be used for conducting the contests. It would be hoped that the department heads, coaches, and teachers in English would promote only competitive activities in which *all* students in English classes could participate. There would be no spelling down, eliminating, or sitting on side lines. Probably a good procedure in literature would be to line up the teams facing each other and ask them to identify certain characters in fiction, recite the next line of poetry, or give the plot of a story in one sentence. The winner would be the side which made the most points. Of course, individual scores would be kept in order to select conference champions. Appropriate awards would be made at the end of the season.

In composition contests the procedure would be slightly different. All contestants could write at the same time on a previously selected title. At the time signal, the field judge would take over, spread his large chart-size printed composition scale over the wall in front of the room, and begin rating the papers. Again the winner would be the side which made the most points and the conference champion would be selected at the end of the season on a point basis. Appropriate awards would be presented at the end of the season.

There would have to be more elaborate plans for contests in dramatics, debate, and public speaking. Something on the order of round-robin field days might suffice. Anyway there would need to be A B C D or as many classes as needed to include all students. It might be necessary to set up camps where students could assemble for days at a time in order to give everyone a chance and to complete the schedule. An elaborate point system would have to be developed. Schools for coaches, referees, and judges would have to be organized. The winners would be selected by a fair and just point system satisfactory to all concerned.

Prior to every contest there would necessarily have to be one or more rallies, involving all students, of course. As English would be the major concern, everything else would be relegated to secondary place. The purpose of the rally would be to demonstrate school spirit, to get all the students stirred up so that they would put their all into the contest, to give two to four students an opportunity to display ballet skills, to impress upon the teams the importance of thinking, talking, and even dreaming English all the time, and to have a few stalwarts to impress upon all hands that they are going up against a gang of tough brutes who would grasp at every opportunity to trip them. After thirty minutes to an hour of rabble rousing, a calm and serious voice would give the final admonition: "Let's give 'em the ax, club, or whatever it takes to win. Go into that contest with a do or die spirit."

Naturally, those schools which won would plan a great victory celebration for singing the praises of the heroes and for awarding prizes to the winners. Then, there would be a round of entertaining by such clubs as Rotary, Kiwanis, or Lions, and a big dinner arranged by the Chamber of Commerce. "These students have done their job well, they have brought honor to their home town, and nothing but the best is good enough for them."

What of the losers? Poor things, they have no praises, no entertainment except probably a consolation affair. These sessions would be filled with stinky alibis, glamorous promises, and feeble morale-building efforts.

Well, what about teachers and students in subjects other than English? Of course they could not stand by and watch the English people monopolize all the glamor and glory. If competition is a good motivating device for one group, it should be good for others. The only logical course would be to organize conferences and set up interscholastic contests in all subject-matter areas. Soon the teacher worries would all be over.

#### EDITOR'S NOTE

*"How many secondary-school administrators in the United States," writes Mr. Johnson, "have given careful study to competition, contests, awards, prizes, and special privileges, and have formulated anything like a sound and logical policy toward them, and have followed the policy consistently?" Well, there you have it. Mr. Johnson wants to bring up some questions on these matters for your consideration. He is coordinator of curriculum in the Butte County Public Schools, Oroville, Cal.*

For example, music would lend itself exceedingly well to a conference-contest plan. It is too bad that contests in this field have been allowed to decline, the reason being that poor judging caused friction and distorted student personalities. The parents always knew better than the judges. Of course, parents always know better than the referees, but has that stopped interscholastic contests in athletics?

Yes, it is too bad that music contests are soft pedaled in some regions. What a thrill it would be to have a band victorious in a regional contest return to the home town and give a night-long victory serenade up and down the streets!

Frankly, have we bungled the matter of competition and contests? Have we dealt with competition, contests, awards, prizes, and special privileges logically and intelligently? If teachers and students spend hours and hours on competition in one activity, is there any logical reason why they should not in other activities? If competition commands glamor and show in one activity, why should it not receive similar attention in other activities? How can we justify giving certain students special privileges which disrupt their learning experiences? Should we not give serious consideration to this whole situation and strive to adopt more logical practices?

# 9 Desirable Features of a Good SOCIAL-STUDIES DEPARTMENT

By  
CARLOS DE ZAFRA, JR.

BECAUSE IT HAS been my good fortune during fifteen years of teaching experience not only to have taught in several different schools in several different kinds of communities, but also to know, to talk with, and to work with many superior teachers and several excellent department heads, I venture to commend nine characteristics as highly desirable and even essential for the good social-studies department of the modern secondary school. No doubt some of these characteristics have application to other departments as well.

I. FACULTY PERSONNEL. Of paramount importance to a department is the nature of its faculty and the degree to which these teachers are inspired to give of their best. Certainly a department is more interesting to teach in, and its pupils fare better, if its well-prepared teachers are diverse as to their backgrounds, teaching personalities, political philosophies, and educational practices; and the department head who can appropriately schedule and helpfully encourage creative experimentation on the part of these teachers in adapting the curriculum to the needs and interests of the pupils is far more likely to have an effective department than is the department head who fails to garner a "balanced" faculty and who fails to inspire his teachers to give of their own initiative.

Since teachers, as pupils, need to feel approval for good work they have done, and since the administrative personnel of a school is usually not too familiar with the

fine points of social-studies instruction, a justified word of praise by the department head can have especial significance and morale-building effect among his teachers. These notes of well-placed encouragement are essential to creative supervision.

Another effective practice for getting teachers to do their best is for the department head to ask each teacher to summarize in writing his particular accomplishments for the school year. These annual reports include such things as a bibliography of the professional books the teacher has read, special contributions he has made to the department and to professional meetings outside the school, new units or courses-of-study that he has developed or helped to develop, in-service training that he has completed, and special projects which his pupils have accomplished. Once a teacher overcomes his natural hesitancy to "blow his own horn," this annual summary often becomes something for him to work toward as a matter of motivation, record, and self-evaluation.

II. DEPARTMENTAL ESPRIT DE CORPS. Closely associated with having a "balanced" faculty and eliciting their best individual efforts is the calling by the department head of occasional departmental meetings (both in school and out, professional and social), which further stimulate both his teachers' professional enlightenment and their mutual rapport, and which improve the orientation of teachers new to the department.

At these meetings the department head,

as a master teacher and an expert in his field, calls attention to articles and publications which he considers to be of particular professional significance; he calls attention to and solicits opinions concerning new and possibly desirable teaching materials such as texts, pamphlets, current-events services, educational films, and radio and TV programs; and he invites similar contributions and other suggestions from his teachers for the general improvement of the department. The whole atmosphere is one of a creative exchanging of experiences and formulating of opinions and departmental policies, and of a cooperative helping of one another to do a better job.

The most successful departments seem to be those whose teachers think of the department as *theirs*—not as being exclusively the responsibility of the department head. On the other hand, the department head is easily available, always approachable, and ever helpful to the teacher with a problem.

III. PROFESSIONAL LIBRARY. A further characteristic of the good department seems to be the availability of an up-to-date professional library for its teachers' use. Where there are more than two or three teachers in the department, it promotes circulation if each acquisition has its own library card, which a teacher signs, dates, and deposits when making a withdrawal. In this departmental professional library are books which have a particular bearing on the philosophy and the teaching of the social studies and of education generally (such as the publications of the Educational Policies Commission); social-studies methods books as a source of ideas for classroom procedures and techniques (such as the *Handbook for Social Studies Teaching* by the Association of Social Studies Teachers of the City of New York); the publications of the National Council for the Social Studies (which can come from a departmental membership in the organization); and such independent periodicals as *The Social Studies*, *The Clearing House*, *American Heritage*, and

those of the local historical association, if any.

IV. DEPARTMENT HEAD'S SERVICES TO FACULTY. The superior department head sees his function clearly as that of serving his teachers in every way possible so that they will be freed from certain chores and thereby further enabled to do their best with their classes.

For one thing, the good department head keeps available a constantly-refreshed supply of such expendable items as outline maps; mimeographed charts, diagrams, and tests that his teachers wish to use; and such things as crayons, rulers, compasses, scotch tape, glue, poster carding, butcher paper, and poster paints to be used in connection with the pupils' various projects.

For another thing, in schools where more than one teacher has classes in the same subject, and where educational films are ordered from a library outside the school, the department head can coordinate both the ordering and the viewing of these films so that each teacher of the appropriate subject knows when a film he plans to use is coming into the building. Thus greater efficiency and economy in the use of films is achieved, and individual teachers are not placing duplicate orders for a film the week after it has already been in the school.

A third service which the department head can perform for his teachers is the

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#### EDITOR'S NOTE

*What are some of the specific features and characteristics of a social-studies department in which the level of achievement is high? Mr. de Zafra discusses nine of these matters which in his experience are "desirable or even essential." He teaches social studies in the John Marshall High School, Rochester, N.Y., and has taught classes in methods of teaching the social studies at the University of Rochester. He is an associate editor of THE CLEARING HOUSE.*

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similar coordination of arrangements for community trips appropriate for similar social-studies classes, thus relieving individual teachers of an inefficiently duplicative chore and thus encouraging a desirable increase in the number of pupils participating in school-community relationships. Similarly, when outside speakers come into the school to address a class, it is helpful and efficient if arrangements can be made for similar classes to benefit from the same experience if they care to. These fewer, consolidated contacts are also appreciated by those of whom the requests are made.

A fourth service which teachers in many schools find particularly helpful is to have available a departmental file of illustrative bulletin-board material on various social-studies topics and problems for use with their classes. All teachers can cooperate in gathering usable material, and pupil assistance can be helpful, although an adult usually needs to assume the chief responsibility for the selection and classification of items.

Closely associated with this last idea is the building-up of a departmental library of some of the excellent (and inexpensive) filmstrips which are now available in the social-studies field. If the department has its own filmstrip projector and portable screen, the use of such teaching aids in the classroom is both facilitated and encouraged; and each room should have its own dark shades, if possible, so that the interruption of going through the school to a projection room is avoided.

V. SUPPLEMENTARY MATERIALS. Of sufficient importance to be rated separately is the function of the department head somehow to get for his department adequate funds for the purchase of departmental sets (40 copies) of some of the fine supplementary social-studies teaching materials that have been made available by various publishers during recent years, and that are being augmented each year.

Two examples are the reprints made

available by *Life* magazine of its series of illustrated articles on "The History of Western Man," and the *Reader's Digest's* special 1952 compilation of some of its previous articles on American history and famous Americans as a single pocket-sized volume. The department head may have to fight for adequate maps, globes, and other teaching equipment also, but as too many teachers know, without such supplementary materials the best of faculties are definitely handicapped.

VI. KEEPING MATERIALS IN CIRCULATION. A practice which is of great help to teachers, and which furthers the efficient running of the department, is the posting at the beginning of the school year in the social-studies office of an inventory of the various social-studies materials currently on hand (wall maps, sets of supplementary pamphlets, texts, etc.). Such a list, kept up to date as items are added or become obsolete, is of help in readily appraising teachers of just what materials are available at any given moment. Then when a teacher takes any of these materials for use in his classes, his signature after the item enables another teacher to know where that item is and with whom he needs to make arrangements in order to use it with his own classes. In this way, department materials which should serve many classes do not get buried in any one teacher's cupboard. When materials are returned to the social-studies office or storeroom, the teacher simply crosses out or erases his name opposite the items returned.

VII. INTEGRATION WITH TOTAL SCHOOL PROGRAM. Of some danger to the balanced and integrated functioning of a school's total program is the department head who is so denominational that he fails to see or to work with the rest of the school. The superior department head not only promotes integration of the kind that will enable pupils to read *The Tale of Two Cities* in their English classes at approximately the same time they are studying the French Revolution in their classes in world history,



but he also encourages his department to assume its full share of responsibility in the school's assembly programs and club activities, and in community affairs.

VIII. SPECIAL OFFERINGS. Just as pupils are provided with a Creative Writing Club by the English department, with a Science Club by the science department, and with various teams by the athletic department, so should the live-wire social-studies department make available some such activities as a Travel Club, a Teen-Age Book Club for historical literature, a World Affairs Club, or a Social-Problems Club with student officers, student-planned programs, and a faculty adviser. Of course, sponsorship of such an activity by a teacher, or the undertaking of any time-consuming service to the department, should be taken into consideration in figuring his total teaching load, to the end that a reasonable equality of work exists among the faculty and no individual's burden is excessive.

IX. PUPIL GUIDANCE. Still another practice which many social-studies teachers feel helps them to do better teaching—especially at the very beginning of a school year, because it helps them quickly to know each individual pupil better—is to have possession

of departmental cards which summarize the academic standings and the items of personal information about each student. Each social-studies teacher adds his comments to these cards and brings them up to date each year before they are passed on to the pupils' next social-studies teachers.

These department cards are in keeping with a permeating goal of the good social-studies department, namely, that of helping each pupil find his own special place both in the historical panorama of human development and in the context of his present-day world. Every teacher is a guidance teacher in the sense that he is cognizant of the individual differences among his pupils and that he handles each as differently and as effectively as the artistry of superior teaching demands.

This admittedly ideal, though composite, social-studies department, then, is made up of a "balanced" and enthusiastic faculty which is both led and served by a capable department head; and its every activity, both internally and outwardly, is focused upon efficiently and intelligently promoting the effective adjustment of each young person to his present and also his future world.



## Class Club: New Educational Ideas in Traditional Course

The teacher who tries to fit the newer ideas in education to a traditional course of study is often stymied by the rigidity of the pattern he must follow as well as by the lack of time for developing new techniques. In such a situation the class club has much to offer.

If it is not taken too seriously, that is! Let's not add another requirement to an already overloaded curriculum but treat the club as sauce for the pudding, the more appreciated because it is not a requisite. Let the club program grow as the children's own interests suggest and aim toward English-teacher objectives within these student-chosen activities. This may not satisfy the conscience of the more earnest teacher, who must concentrate more heavily on the "required" subject matter. But my experience leads me to believe that the club events ac-

complish more actual growth in English skills than all the drills I can assign. And the fun is extra.

Should club work supersede "required" work? By no means. Each school finds its own ratio of the traditional to the progressive, makes its demands as to content of courses and its recommendations for method. At my school the set course of study is good; the teachers, with professional help, have worked it out to their satisfaction, and the students like it. It gives a program to follow, a sense of work done at the year's end. It's the bread and butter in the school's offering. The club program is jam. It offers rich value in itself and palatability for the required material. But even teen-agers wouldn't want a diet of jam alone. Each teacher must work out the balance to suit his class and himself.—  
EDITH L. HUSSEY in *The English Journal*.

# CIVIL DEFENSE:

## The Public Schools' Role

By  
WILLIAM N. MCGOWAN

THE LARGE sign with glaring white letters points to "SHELTER." Big, red letters on a black background spell out "SHELTER AREA." That long sign with the C/D insignia points the way to "CONTROL CENTER." And the words on the side of that big emergency-service truck say "FEDERAL CIVIL DEFENSE ADMINISTRATION."

These are some of the new "signs of our times." Other signs of our times do not appear on metal or cardboard, nor are they spelt out so clearly. These signs are seen in the faces of our young people. They point clearly to the fact that something new has been added to life in these United States.

For the first time in history, the people of this country are preparing seriously during a period of nominal peace for any possible eventuality of total war. We are building a gigantic military organization, developing industry so that it may convert rapidly to a total war basis, and setting up a remarkable system of civil defense. All this is radically changing the mode of our living.

Young people no longer progress from childhood, through school, to the world of work via the same paths their parents trod. The boys no longer look forward to either college or a job at the end of their high-school careers. The ladder has a new rung in it. At the age of eighteen years and six months, our young men face service of some sort in the military organization. And the girls have a new situation in their future, too—added insecurity concerning chances of establishing a home; increased problems in boy-girl relations; new economic problems involved in extended years of self-support;

and many others. All of this results from the practical necessity this nation faces, to be prepared. It is part of the pattern of preparedness.

Young people, however, are not the only ones who have an opportunity to serve directly in fulfilling the obligations of citizenship in accord with this new pattern of preparedness. A way exists whereby every man, woman, and child can participate in an activity directly designed for preparedness, and that way is via participation in the local program of civil defense. This program affords one of the best ways whereby individuals can learn how to combat fear and prepare intelligently for individual and group self-protection.

Civil defense is in reality a two-phase program. One phase is designed, as already indicated, to deal directly with civilian preparation against any eventuality of war. Another phase, and one little understood, is involved in the effectiveness of a good civil-defense program in delaying overt enemy aggression.

Jack T. Johnson, of the Federal civil-defense organization, refers to this latter phase in terms something like this:

The crux of the international situation is this—Russia is seeking to spread her own brand of Communism, and the United States, via many different ways, is seeking to prevent this. The resultant situation is one breeding countless tensions. These tensions are responsible for certain actions. These actions represent calculated risks in attempts to win advantage. The ultimate risk is, of course, war. Now—Russia builds her machine for expansion, develops her economic potential to finance war, and increases her ability to wage war by building a military organization. The object is to develop thus weapons effective enough to neutralize the United States as a

major threat to Communist expansion. This is an extremely costly procedure because Russia must build her weapons so that they can overcome the defensive weapons developed by the United States.

These United States weapons are of two kinds: one, military, and two, civil defense. The necessity of the United States' possessing a strong military weapon is, of course, obvious. The necessity for possessing a strong civil-defense weapon should be just as obvious. For if, by civil defense, the United States can prevent widespread property and life loss as the result of the use of the enemy's best weapons, the United States has made the enemy effort too costly as compared to gains.

The top United States strategy then is to build her two weapons, military organization and civil defense, to such proportions that Russia will not take the ultimate calculated risk—war. By effectively postponing war the United States has secured an opportunity to implement top-level foreign policy to contain Russian Communism by peaceful means.

That phase of civil defense involved with preparation of the population for self-protection is, of course, more directly meaningful to the individual than is that other phase involving the interaction of tensions. This phase of the program involves every citizen and every private, as well as public, institution. The public school can play a key role in this whole program.

First, let us define civil defense. It is "a constructive precautionary program against national disaster. Civil defense seeks to cut down the potential damage of any disaster, bombing, chemical warfare; it expects to save lives, reduce casualties, and protect property in an emergency. Civil defense attempts to provide an adequate warning system; it includes training of people for an emergency; it includes forces trained in fire fighting and rescue work; and it includes an arrangement for inter-community aid."<sup>1</sup>

It becomes obvious that a program of this nature presents a realistic opportunity to educators to revitalize the program of training for citizenship. What are the agencies

of government—local, state, national—that have specific responsibility for public welfare and safety? What are the citizen's responsibilities in supporting and assisting public agencies? And so on.

Also, in light of current events, it becomes important for young people to be aware that:<sup>2</sup>

1. Within the area bounded by Boston, Richmond, St. Louis, and Minneapolis lies exposed:

a. 88% of the nation's steel and iron production.

b. 90% of our electrical equipment industry.

c. 30 of the nation's largest cities.

2. The top 50 potential target areas and cities in the United States contain one-third of our nation's total population.

3. One bombing attack, 50 planes carrying the same type of atomic bomb that was dropped on Hiroshima and Nagasaki, would deliver the equivalent of all the bombs dropped on Europe during World War II.

4. The greatest over-all damage would probably be caused by fire.

5. In air bursts (of atomic bombs) the danger of radiation almost disappears in one minute.

6. Sixty thousand people could be killed in one large city, plus an equal number injured.

7. There would be only half as many casualties with warning, shelter, and a well-trained civil defense force.

<sup>2</sup> *Ibid.*, p. 3.

#### EDITOR'S NOTE

*As consultant in secondary education of the California State Department of Education, Mr. McGowan has been involved in the civil-defense programs of the State's public schools. In September he was busy on a survey of the plans of some California schools. He discusses the vital points in a school civil-defense program.*

<sup>1</sup> *Civil Defense in the Social Studies*, released by Federal Civil Defense Administration in cooperation with the National Council for the Social Studies, Washington, D. C., 1952, p. 7.

Strictly self-protective features of a public-school program of civil defense are, of course, the most important, but aside from these there are numerous other ways in which the schools may serve. They may:<sup>3</sup>

1. Create a community awareness of what civil defense is, the need for it and its purposes.

2. Assist in educational programs for civil-defense workers by providing teaching personnel and facilities for holding meetings and classes.

3. Develop health and recreational programs, in cooperation with existing community plans, for civil-defense emergencies.

4. Help to instruct the community on what to do in case of emergency.

5. Serve as first-aid stations, hospitals, and welfare centers during and after emergencies.

The most vital function of the public-school civil-defense program involves organization and instruction for self-protection. Such a program does these things:

1. Allays fear and minimizes the possibility of disastrous hysteria occurring at times of emergency by:

- a. Disseminating facts: what happens, how it happens, what to expect.

- b. Giving individual assignments so that people have something to do and know how to do it.

- c. Providing a coordinated program that, in emergency, will prevent waste motion, conflict, and confusion.

2. Provides a system for caring for the school population if emergencies occur during school hours.

<sup>3</sup> *Civil Defense in Schools*. Federal Civil Defense Administration, TM-16-1, Washington, D. C., 1952, p. 2.

3. Provides a program for use of school facilities in times of emergency.

4. Places the school in its proper position as a part of the total community mobilization for civil defense.

The need for specific preparation by schools in target areas to meet any emergency is perfectly apparent. It is not so apparent for schools not actually in target areas. However, in case of all-out war there will necessarily be a shifting about of the population to meet various needs. Families from non-target areas may move into target areas. It is the duty of all schools to teach their young people the fundamental skills of self-protection. If only one life is saved, the entire program is justified.

It is likewise essential that schools in non-target areas prepare themselves to take their place as support areas, organizing their personnel and civil-defense programs to be of maximum help in case emergencies in target areas throw large segments of the population—wounded and otherwise—into these support areas.

All of this means that we must get over the "it can't happen here" feeling. The public school and individuals in all communities should prepare to meet every eventuality. There are two things that can be done now:

1. Facts must be made available to everyone—what to expect in case of emergency, what to do in case of emergency.

2. Everyone should find a place in the program of civil defense.

We are at war, and will be, in varying degrees of "hot" and "cold," during the lifetime of the present generation. Effective civil defense may well provide the best method for our survival.



The unsteady behavior of pupils under different circumstances is phenomenal. They have their church manners, their play manners, their school manners, *ad infinitum*. The versatility evidenced in the turning on and off of various actions as the moment commands causes one to suspect that they are equipped with many mechanical switches.—FREDERICK S. KILEY in *School and Society*.

# Attendance Officer:

## *There's the* HUMAN SIDE

By CATHERINE H. BRAUN

TO WAKE each morning of the school year knowing that you will make seventy-five to one hundred telephone "out" calls is enough to make one cringe. Add these to the reception of "in" calls from the outside, and inner-school calls, and you may want to part forever from Alexander Bell's dream child. But like everything else it depends upon your attitude and approach.

In large metropolitan high schools absenteeism can be the #1 bugbear. The practice of calling the parents of students on the daily official absence list is neither new nor extraordinary, and is one means of public relations that can pay off directly and immediately by giving the reasons why pupils are *in absentia*.

To set up such a system means first of all that a list must be assembled from home-room or classroom teachers the first period of the day, alphabetized and typed in a central office so that the absentees are known, tardy students may report to that office and be scratched from the list, and errors corrected the second day so that no child is charged with absence when actually he is present.

Once the official list is complete the attendance officer is ready to tackle the telephone, with the help of attendance record or program card, for vital information. This card includes stark and naked information such as name of student, telephone (if any), address, parent or guardian, *et cetera*. But if the person calling is really interested in children, their backgrounds, location of the home and such, the nakedness subsides and the card becomes almost a human entity—the address an indication of

economic station or work area, the parent or guardian an individual who is or is not interested in the child, who cooperates with the school, or who may be one resentful of your inquiry into his and young Richard's personal business.

As the year progresses, and absences recorded and repeats on calls pile up, the 'phone call may and should become a personal matter between home and school. As the attendance officer you are interested in Richard's attendance record, for an empty seat can be taught nothing, but more than that you are concerned as to the family attitude about Richard's school life; you can help in cases of illness, economic distress, disinterest in lessons, poor achievement and many other facets of the school day.

Attendance in and of itself becomes minor; bedside teaching, counselling by trained personnel, adjustment to the school and its program, make you a liaison officer as well. These possibilities springing from an otherwise cold, indifferent, information-only 'phone call, make you spring out of bed, eager to be on the job and praising Mr. Bell for accomplishing such a feat in communication.

Perhaps the initial purpose of such a program was to reduce truancy—and it has proved its value in that area, but the program expands and is more alive and vital if the school caller is not bored to death with the job. If he is he should not be working with children at all! The instant that rapport (beloved word of educators) is accomplished the possibilities of coordination between parent, child, and school become indefinable, ever growing, depending on the background of each child. Human



## EDITOR'S NOTE

*Mrs. Braun's main assignment as vice-principal of Joliet, Ill., Township High School is that of serving as the attendance officer. She wants to make it clear that the truant officer is somebody else, and that her work is more in the field of school public relations and good will—liaison between school, student, and parents. She explains some of her adventures in human relations.*

interest stories come over the wire every day, some sad, some gruesome, some full of joy. But the impersonal aspect and recorded-information purpose of attendance interest only, cease to exist, finally and completely.

It is a strange experience now and then to be shopping at the supermarket, talking with the clerk, and suddenly have her say, "Who are you? I've talked to you on the 'phone." More than once this has been the beginning of a beautiful friendship—and often too the child involved realizes that he and you and Mom are a team, not three separate people.

Or the parent may report that Bob is to undergo surgery and will be out for weeks; so you suggest that the bedside teacher call the physician to see if Bob can do some classwork while convalescing, and you report the case to the school nurse and the teachers concerned. The tedium of long bed care was thus relieved for the victim of an automobile accident. Seriously injured, long moments in critical surgery, the boy belied all belief and lived. He faced long hospitalization and hours of boredom. But the bedside program helped him see it through and he was graduated on time with his class, and in the flesh.

Other instances of illness bring out the oddities. The widespread measles epidemic the past spring caused many a laugh. With one child feeling sick and sent off to the nurse, to break out with a rash before long,

every student in every class he attended was exposed, and as time progressed so did the rash. Students would "bloom" in class, and be out several days; now and then a teacher was victimized. To let parents know that a physician's permit was required for re-entry became an important part of the 'phone message, and parents appreciated knowing of this ruling.

The event of a new baby's arrival is exciting. And once the baby is safely here, Susy is back in school, after helping with the other children while mother was hospitalized. This understanding of absence between home and school relieves the minds of the parents and Susy too. She returns with lessons done and the sense of a dual job accomplished.

Alan had to be absent one entire day, it developed, so that he could take his test for a licensed "ham" radio operator. It is interesting to know that such capable young people exist, for this kind of student is rarely absent without good cause. And when later you learn that he passed the test with flying colors, and the local newspaper photographs him, he really is "somebody," not just a name on a card.

Or take David. He has to be absent two days to take tests for Annapolis. He, too, is rarely absent. As attendance officer your contacts with him are few and far between. When he passes the mathematics test with a perfect score you give him a good look when he re-enters, for in your mathematics two plus two becomes algebraic and your admiration for him is great. Such cases as these help to discount the chronic truancies and make life more livable.

Some students in every school seem to be entirely "on their own." Parents are employed on shift work and rarely can be reached. To call and get the student, talk with him as a friend, wish him well, advise and expect him back soon, makes him know he's not just a name, but a person. Rarely does one find prevarication or quibbling here; he will be honest and straightforward



more often than not and thoroughly dependable.

Occasionally one does encounter resentment—the feeling that absence is none of the school's business—but not often. Only once in several years have I met with rudeness. A father told me in no uncertain terms that I was “getting too big for my britches.” But in no time at all the mother called back to apologize for him. With the aid of a social counsellor and the dean of boys I found the reason for this condition and attempted to help the boy. It was a strange background, sordid, misunderstood and rather hopeless, but the school did what it could and I was none the worse for wear.

Roy lives on a government reservation some miles from town and rides the government bus daily to school. He is an honor student and an asthmatic. I didn't call to inquire about his absence for I knew he would be present unless ill or away. But unfortunately he resented not being called and scolded me roundly for not including him. Thereafter I did, and sympathized with him over low barometer and high humidity, and today we are the best of friends.

It is possible to get beyond the mechanics of the telephone in such work as this. To do it conscientiously, remembering the foibles that cling to unusual cases, and calling in other school personnel when needed, makes the arduous dialling of numbers mere routine. But when the “Hello” is heard on the other end the routine disappears. Human beings and their grief, joy, pleasure, fear, anger, wonderment, are all wrapped up in a mysterious package labelled *absence*.

We've undergone, or are undergoing a change in attitudes toward the schools. Here is one area where something can be done to bring the parent and the child closer to the school on an individual basis. Such a program has some limitations, as all programs have, but it can be developed into a worthwhile job that helps the child and brings the community into the school. Any program that does this is worth working at, is worth improving constantly, so that any gap between the parent and the school is broken down and a sound, firm friendship is established. Parents *en rapport* with the school are to be valued as gems, and sought after for the good of all concerned.



## And Another Thing About PTA Programs—

To the Editor:

I have read the article “Protest to Makers of PTA Programs” in the September issue of *THE CLEARING HOUSE*. While I can agree with the authors on some of their points, there is another which bothers me more than the ones listed ever have. The ones listed are just little matters of convenience. I have the feeling that too often the program of PTA groups has been developed from a sense of duty and that I am a fill-in.

I wish on extending the invitation the president could say, “Our objective for this year is ‘so and so,’ and we feel you can help us accomplish this objective. This is the reason for our invitation.” If he

could then go ahead and be definite concerning what he hoped to accomplish, I would be very favorably inclined toward accepting the invitation.

When they call and say, “We have an unassigned date on our program and need a speaker,” I am not available. I would like to feel that my time and effort contributes to starting or giving impetus to some program of significance. Of course, this problem is by no means confined to PTA's.

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# SURVEYING

*Plan shows gain in  
realistic choices*

## JOB INTENTIONS

By  
DONALD EMERY

ONE OF THE discouraging features of the work of guidance personnel in high schools is the difficulty of knowing the degree to which work with the students gets results. The following account describes how the counselors in one school system have used a device for measuring their success in one phase of vocational-guidance activities.

In the spring of 1949, the eight counselors in the four six-year high schools at Cedar Rapids, Iowa, initiated an annual city-wide "Job Intention Survey" of senior-high-school students. The third survey was completed in 1951. A study of the results for the three-year period shows a realistic trend in the job intentions of these students.

The distribution of employed workers,

classified by major occupation groups in the federal census, serves as the criterion against which the intentions of local students are studied. A re-classification of the occupational groups to simplify the presentation to students is used. Students check or write in on a sheet listing many types of jobs under major groupings, their three foremost intentions as to the jobs they expect to pursue after completing their schooling. These sheets become part of the cumulative record along with the annual statement of educational plans of each student.

The following information deals with the first intention of students. In 1949, over half of the students intended to enter a professional or semi-professional field of work (see Table I). During the three years there has been a progressive loss in the number of students intending to enter this grouping. In 1951, nearly 22 per cent fewer students made the same selection as in 1949. The number of students intending to enter trade and industrial jobs increased 10 per cent, to a total of 21 per cent of all students, during the same period. Other realistic tendencies are found in the table.

The sharp loss in intentions to enter the professional fields and the steady rise of interest in "blue-collar" work has been gratifying to counselors in their guidance efforts. However, the guidance program alone cannot accept the whole credit for this trend. The general economy of the country and the more general dissemination of information about the desirable features of present-day trade and industrial jobs through popular publications has

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### EDITOR'S NOTE

*For the past three years, the counselors in Cedar Rapids, Iowa's four six-year high schools have made a "Job Intention Survey" of the senior-high-school students. The per cent who plan to enter each broad vocation field is then compared with the per cent of persons actually employed in that field as reported in U. S. census figures. The counselors, who try to influence students to make more realistic job choices, have seen a surprising shift toward more sensible job goals between the first and the third year of the plan. Dr. Emery, formerly director of special services of the Cedar Rapids Public Schools, is now associate dean of the College of Adult Education at the University of Omaha, Omaha, Neb.*

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TABLE I  
DISTRIBUTION OF JOB INTENTIONS OF SENIOR-HIGH STUDENTS

Job Fields	Per Cent of Students			1950 U.S. Census Distribution
	1949	1950	1951	
Professional and Semi-Pro.....	54.3	43.9	32.4	7.6
Commercial, Sales, Office.....	22.6	28.2	28.4	30.6
Industrial and Trade.....	11.0	14.9	21.0	33.1
Service Workers.....	6.6	10.8	13.9	11.4
Agricultural Workers.....	5.5	2.2	4.3	12.0
TOTAL.....	100.0*	100.0*	100.0*	94.7**

\* Based on 1,211 student responses in 1949, 1,487 in 1950, and 1,575 in 1951.

\*\* 5.3% non-farm laborers completes U.S. distribution.

made a contribution to greater realism on the part of students.

Both the direction and the degree of change in the job intentions of students over the three-year period is important. The 1951 distribution of the job intentions of students approaches much nearer the national distribution of employed workers. At the same time, there is still considerable discrepancy between the national distribution and the percentage distribution of students' intentions. Continued work on the vocational aspects of the schools' guidance program, it is hoped, will bring the two distributions in still closer agreement.

Though the national distribution of workers among job fields should not be considered absolute or even desirable in a

given situation, it does provide a useful criterion for studying the job intentions of high-school students. The job opportunities in any region should be considered in evaluating the distribution of responses.

The distribution of employed workers nationally is not unduly emphasized in the work of counselors with students. However, the comparison is an effective entrée into a discussion of job requirements and personal qualifications of workers in either a group or individual situation.

These comparisons help counselors understand how they may adjust better the vocational information and counsel they provide students. In general, the simple device described here, if used regularly, can be of material assistance to counselors and in turn to students.



## After-School Hours: Flee the Educational Environment

There is real need from a mental-hygiene point of view for teachers to associate regularly with people outside the profession. This should be encouraged through some method that will require routine contact with other citizens, such as joining garden clubs, photography clubs, or service organizations.

Insofar as possible teachers and administrators should try to forget school matters when they leave the building. No other profession seems to force its members into as much outside work closely related to the day's routine as does teaching. Teachers should work out procedures that will avoid causing them to take home papers to correct, and they should avoid as much as possible participating in

outside activities closely related to teaching. (Exceptions: desirable professional meetings and other essential activities.)

Every member of the teaching profession should determinedly put forth effort to play several "roles" on the stage of life. Being cast as a school teacher day and night, during working days and vacation days, is bound to set a habit that can be broken only with difficulty if at all. Teachers should try hiking, swimming, collecting butterflies—they should, so to speak, "let down their hair"—do almost anything to force them out of the routine of thinking and acting like teachers!—ROBERT F. TOPP in *Illinois Education*.

# MY CLASS *tackles the* YOUTH PROBLEM

By  
J. E. LOGAN

THE PROPHETS of doom tell us that the hot-rodders, zoot-suiters, Charleston dancers, smoochers, pool-room sharks, panty-raiders, raucous rioters, and all of today's flaming youth lumped under the general category of *Juvenile Delinquents* are headed straight for perdition.

Who are the calamity howlers who predict dire things ahead for the young people who have been growing up in this age of atoms, plastics, vitamins, and wonder drugs? Well, the majority of the oldsters did their growing up when Joe College was a national symbol. Flaming youth of the Flapper Period wore flamboyant garb, swigged extensively from a hip flask, raised a lot of fuss, and was forever pictured in the company of screaming co-eds, half in and half out of a quaking flivver. This youth half-way between pimples and paternity was the despair of the greybeards of the late twenties.

The Raccoon Coat Era was no easier on parents, teachers, preachers, social workers, and judges than is our Atomic Era. A generation conceived in war, fledged in the frustrations of the peace, nourished on uncertainty, and cramped by inflated demand for housing is bound to have some members who "bust" out at the seams come the springtime of their lives.

That there is plenty of teen-age violence and vandalism to worry about is quite evident from the headlines that my twelfth-grade composition class has been bringing in lately. These newspaper clippings were recitations of recent outbursts of violence in Detroit: "2 Youths Held After Wild Chase," "Girl, 17, Called Head of Gang,"

"Police Prepare Action on Youth-Gang Problem," "Teen-Agers Die; 4 Hurt in Other Car," "5 Youths Held in 435 Burglaries," "Heavy Fines Given Young Hoodlums."

These titles are taken from just a few of the newspaper articles that the students have been collecting in preparation for several discussion periods devoted to the subject of "Juvenile Delinquency."

I had already told my class of some of the experiences that I had had as an attendance officer in a "tough" district during the World War II period. At that time one of our chief problems at the Board of Education was working parents who neglected their children in order to earn plenty of that wartime big-factory pay. We attendance men frequently found school-age children skipping classes and getting away with it simply because their mothers and fathers were too busy doing war-work to check up on them.

Bad companions, poor home conditions, feelings of insecurity, hatred of school regulations, love of speed and excitement, and many other reasons had been cited by members of my classes in attempting to explain the 1952 crop of delinquents.

Following our study of the news stories several factors had been noted by my students. They pointed out to me that only a few offenders below the age of seventeen had been listed in recent news. The 17-, 18-, 19- and 20-year age brackets had been responsible for most of the teen-age crimes in our city.

One astute senior said that he believed that young people were simply "reaching

out for things that they can't have." Boys and girls who get into trouble with the law, he thought, are impatient to taste the things of life which our high-pressure advertisers are constantly telling them are "musts" for happy living. "These fellows and girls who get into trouble want all these things that the smooth-talkers drool over, but since they are too young to be earning enough to buy them, they go out and get them the strong-arm way," he concluded.

"Advertisers," chimed in a girl, "tell us on TV and radio that we can't possibly be happy or popular unless we smoke a certain brand of cigarette, take a particular kind of vitamin pill, or relax with the s-m-o-o-t-h-e-s-t beer made. Of course, teen-agers aren't supposed to be able to buy any kind of beer, but notice the girls on television who are shown smacking their lips over some frothy brew—they look about 16!"

"Yes, it's no wonder that we teen-agers are confused—some of us to the point of crime," piped up Jane Crume. "We are no longer children and yet we are not adults. As the Bible says, 'we have put away childish things' but we don't have the earning power to buy the adult things that seem so tempting. We often wonder just who we should believe with so many voices telling us to 'Do this!' 'Read that!' 'Believe this!' 'Wear that!' 'Smoke this!' 'Drink that!'"

"We were discussing in civics class the other day some of the hard things about growing up. It seemed to some of us that the hardest thing to bear was being talked at all the time by parents, teachers, preachers, salesmen, and just plain people who have axes to grind."

"My Dad," said Bob Roth, "is a social worker. He says that most children who get into trouble come from homes where the parents get divorced. Maybe if more parents would learn to get along with each other and treat their children better there

wouldn't be any teen-age crime wave."

"I think the threat of a third World War causes most of the trouble," said Pat Wolf. "Boys and girls see 'business as usual' going on among their parents and older friends, but they know that boys just out of high school are dying over in Korea. We are confused because we can't make orderly plans for our futures like our parents did. Teen-agers can't plan ahead for marriage—or going to college—or anything—because military service is right around the corner for most of them."

George Simmons asked to be recognized. "Speaking along the same line—my older brother says he can't get a steady job because employers don't want to hire a guy who may have to leave his job for military service at any time."

"Another thing," said Joe Reeves, "is lack of places to go for fun. We can't study all the time. We need more playgrounds in the summertime—more places to skate and play basketball in the winter. Unless we have something to do, we are bound to start hangin' round with the wrong kinda guys at the corner or to fool 'round pool halls."

We didn't come to any great decisions in our English class discussion of "juvenile delinquency." I doubt if we added anything new to what is already known about delinquency. The boys and girls did, however, do some reading and discussing that probably gave them insight into the problems of their own generation.

The more we talked about teen-age problems, the more evident it became to me that

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#### EDITOR'S NOTE

*We gather from Mr. Logan's report that if you want to generate a lively discussion in your classroom, you might well schedule juvenile delinquency as the topic, and let your students talk about its cause and cure. The author teaches English in Denby High School, Detroit, Mich.*

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teen-age terrorism can be thrown right back into the laps of us teachers and parents. After all, the adult population of this country made their decision a long time ago. As a nation we decided that money for liquor, smokes, sleeping pills, and entertainment is far more necessary than money for education of our young.

We simply haven't loved our children well enough to keep some of them from becoming delinquent. In our mad, selfish scramble for material gadgets we have neglected to spend enough time with our boys and girls. We have cheated them of close understanding and guidance at the most crucial time of their life. Haven't we cheated ourselves, too, by thinking that the pursuit of any other pleasure on earth could compare with the pleasure of seeing a coltish, unsure teen-ager get safely past the shoals of adolescence and emerge into confident, radiant adulthood?

Is there any hope for today's "lost generation"? Yes, there is a bright side to the rather gloomy picture we have been painting. Juvenile Court judges, the youth squad of the police department, and detention home authorities are quick to inform us that percentage-wise it is only a fractional number of today's youth who are getting into trouble with the law. So we cannot indict the many for the misdeeds of the few. Many of us oldsters who have become

alarmed at the antics of the youngsters have most certainly forgotten some of our own youthful peccadilloes. Many of us can remember the older generation of our day washing their hands of us, shaking their heads, and muttering darkly, "What in Heaven's name will become of our erring young folk!"

Somehow, most of us were able to turn our aggressive tendencies into socially acceptable channels. The vast majority of us managed to struggle through the admittedly difficult period called adolescence without turning into either hoodlums or psychopaths.

It would be foolish to deny that there is much social unrest in these "Cold War" days. We should not then be too surprised when an abundance of youthful animal spirits, idleness, fear, insecurity, and feelings of aggression sometimes break out in a rash and cause youth to become allergic to our organized authority. It is encouraging to note that while most of our young people are facing these same confused feelings, the large majority of them are managing to keep the love and understanding of their elders.

It is my considered judgment that most of our teen-agers today have their feet planted firmly on the ground and their eyes still filled with the stardust that makes adolescence so wonderful and yet so terrifying.



## The Radical Idea

It was with the decision that this nation was to be a free nation for every man, and out of the conviction that if the common man was to carry the responsibilities of his institutions and ideals he would have to be educated, that we had the foundations for public education laid down in this country.

We wish to point out that it was a radical idea. It had never been tried any place on the face of the earth. We have tried free education through the high-school level for all of the children of all of the people for the first time in history. We have not yet perfected a program, but the American

people have worked on it for two hundred years.

When Horace Mann began to pick up the pieces of the educational program in the state of Massachusetts and weld them into the first program of public education in any state in America, the cry of socialism rang out up and down that state and throughout America. We repeat—it was a radical idea—but it was an American one, and one to which we have clung and devoted our energies and our talents and pinned our hopes down to this very hour. I expect that if we are going to remain free, we will have to continue to do so.—WILLARD E. GOSLIN in *Peabody Journal of Education*.



# An Academic Standard *for each* Kind of Student

By MARY-CATHERINE HUDSON

AS A STUDENT leaves high school at graduation, someone will surely ask, "Did he meet the standards or was he merely graduated?"

Too often the question implies only passing an examination based on a body of subject matter. Considering the diverse high-school population of today, the many adjustments already made in the curriculum, is it necessary to expect all students, even in one class, to meet any single set of standards of academic achievement?

Development of personality and social maturity have become important in educational thinking, but mastery of a body of subject information still looms large as a school aim. The small high school, with limited staff and facilities, may be particularly concerned with the problem of how to set new goals of academic achievement which may be acknowledged standards. Basic to any thinking on the subject is the philosophy that youth derives benefits from high school which make it important to provide at least twelve years of public schooling for all. What standards of academic achievement may be expected for this?

When judgment of school achievement is made in terms of standards for each student's aims and needs, that school may be thought of as already subscribing to the philosophy of life-adjustment education which is designed to "equip all American Youth to live democratically with satisfaction to themselves and profit to society as home members, workers, and citizens." A standard is an aim of accomplishment, and in the high school when standards are set, there must be some consideration of the

future demands to be made on the student.

Many alert teachers are already adjusting standards and objectives of their own classes to help students meet future demands to be made on each individual. A few examples of how some classroom teachers are doing this may serve to suggest a school-wide plan for setting standards according to the aim of the individual and thus helping him to meet the objectives which seem to fit him.

A bookkeeping teacher who believes that one of the major objectives of his course is to teach the value of money and its proper handling as well as systems of keeping accounts, divides his class into two sections, Practical Bookkeeping and Bookkeeping I. In the first are those students who do not want or need vocational training, but who do want and need training in managing their own money. Both groups receive experience in record keeping and in banking money, but achievement of the individual is evaluated according to his personal need or aim. Those in the group going on for advanced work and bookkeeping jobs must meet the requirements of the job they will enter. Each one feels a sense of accomplishment because he has learned something to help him personally, whatever his post-school goal.

In a typing class a teacher finds students who want the work as vocational training and others who want to type for their own benefit. Level of typing skill needed for successful completion of the course depends on the goal of each individual. Each one has learned about the care of the typewriter and can feel pride in accomplishing what he needs for his own purpose.

A teacher of a third-year high-school Eng-

lish class who finds in his class some college-entrance people, some who are planning for secretarial work, and some who are taking English only because it is required, has done some careful planning in grouping. Evaluation of achievement is determined by the post-high school aims of each group.

The teacher has a system of evaluation, even tests, that is different for each group. He suggests reading on an individual basis according to the reading level of the student and emphasizes the practical and functional aspects of each unit of work in reading, writing, and speaking. While he has some objectives common for all, he does not demand of all as wide or as high-level reading or as much or as detailed writing as he does for the college-entrance group. Students enjoy his class because each one can have pride in accomplishing something important to him, whether it is learning to take minutes in a class meeting, telling about a story he has read, writing a short business letter, or doing a small research paper on the development of radio.

There are countless other examples of teachers who are aware of the wide range of ability, achievement, and aim to be found among students of any age or class group and who are making provision for it. These teachers realize the value of group-individual work and help each student to learn factual information, work habits, and skills important to him at the present time and after he leaves school. Each student can be justifiably proud of having met the kind of achievement demanded for his group, such groups being determined not alone by ability, as measured on an intelligence test or even a battery of tests, but by the goals of individuals and the demands of such goals.

It seems important to have other teachers, especially at the high-school level, understand that such group-individual work can help accomplish the objective of equipping youth "to live as worthy home mem-

bers, workers, and citizens." It is through achievement in skills, habits, and attitudes, that each pupil works out his own individual participation in work and community activities rather than just through ability to master abstract concepts and to memorize a multitude of facts for examination purposes only.

A school interested in such an objective can systematize its plan of evaluation to consider aims of the student if it wishes. Although few public schools actually go to the extreme of demanding that all who are graduated must meet the standard of academic accomplishment demanded by most colleges or to the extreme of graduating everyone who has attended school for twelve years, many are disturbed about how to take a middle course and set standards for effort which become confused with achievement.

Much research and experimenting has been done on the question of individualizing reports to parents and evaluating achievement in terms of the objectives set for the whole school and for each subject. Teacher committees have formulated many practical cumulative records and report cards of such a nature. Might it not be possible to devise a system of evaluation which would also take into account the general vocational goal of the individual?

Such a plan would help to make all education more functional and meaningful to all students, undoubtedly helping to motivate even those who, under the present system, apparently have no aim until they find themselves suddenly faced with the reality of graduation or leaving school.

In any high school there are usually three groups of students: the college-entrance, vocational, and general, or those who are planning for semi-skilled jobs or on-the-job training. (Those who state no specific aim would automatically be considered in the general group.)

It is important to consider the needs of each group. Those of high academic abil-

ity, with college plans, who will be the professional leaders, need to be stimulated to do the work of which they are capable and in which they are interested. At the same time those for whom high school will be terminal need to be led to see the problems which they will face immediately when they secure jobs. Each group should have its own standard of achievement. Each standard should present its own stimulus and members of each group could meet that stimulus in a poor, good, or commendable fashion.

In such a plan the stigma of ability grouping or marking would not overshadow the satisfaction to be obtained in any special curriculum or class. The group standard would become the student's individual standard as he saw its relation to the requirements he would need to meet after graduation.

Any teacher, in order to teach any body of subject matter to students, must know something about those students, their aims, their past achievement, their work habits, their attitudes. With such information at hand, it would be possible to group according to aim and, thus, individual need, and to evaluate level of accomplishment in the group. Thus it would be easier to meet the demand of colleges for adequately trained students, the demand of business for some technically proficient people, and the demand of the community for worthy citizens even in a school too small to have sections of classes or a complete curriculum for each group.

It should not be difficult for a teacher-committee to plan a three-goal system of evaluation for students. In most schools today a student's program is planned around a major which consists of several subjects in a field of work such as mathematics, science, language, or vocational subjects. For the plan suggested the major might be eliminated, all subjects designated as general, college entrance, or vocational (according to special vocation in instances necessary),

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#### EDITOR'S NOTE

*"I have attempted," writes Miss Hudson, "to emphasize the need for individual academic standards for high-school students if they are to obtain maximum benefit from their school work." She presents a plan for applying such a system of standards "determined partially by the standards of work which the student probably will find after high school." Miss Hudson, formerly a public-school guidance director, is now instructor in education, New York State College for Teachers, Albany.*

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and the individual's program thus made up for his aim.

This plan would also insure greater flexibility in curriculum, so that when a student changed his goal during his high school course, his classification and his planned program could also be changed easily to meet his new aim. Both subjects and students would be classified according to the V(vocational), C(college entrance), or G(general) grouping. The curriculum for each group would include some subjects basic to all three and some of special interest chiefly to each one individually.

With students assigned to groups V, C, or G, it might be possible that in any of the basic subjects of the three curriculums mentioned, a teacher would find V, C, and G students. Within each class a teacher would expect a different achievement for members of each group in meeting specific objectives of that subject.

Teachers working by such a plan might find that a report of academic achievement in any class could appear thus: John, V-95 (Superior or A); Paul, G-95; Mary, C-85 (Good or B); Susan, V-75 (Average or C). Diplomas might be differentiated in the same way. With careful guidance in program planning and individual selection of subjects, there should be no wider range of ability and background of achievement in any class than there now is. The teacher

might even find grouping and individualizing work easier when the job is based on aims of students than when based on ability, explained in broad terms, or on a few test results.

In experimenting with ways of reporting to parents, many schools have found it effective to replace a single, all-inclusive mark for each subject by a series of marks for various school and subject objectives, which are designated. The plan of grouping by goal would help parents and students to see even more clearly the need for excellent achievement in those subjects considered basic to individual general goals. A student could be more readily persuaded to do better when he saw his work evaluated in

terms of what he planned to do after finishing school.

In considering such a plan, many questions arise—questions involving administration and size of classes, curriculum and basic required subjects, measurement of attitudes, behavior, and understanding as well as skills, and even the question of the philosophy of any faculty group. These must always be answered by each school individually as it considers the community in which it is situated. Yet if these were answered in the V-C-G frame of reference, there might be a clearer understanding by students, colleges, employers, and the general community as to what standards were being met.



## Findings

**SUPERINTENDENTS:** The best way to land a job as a superintendent of schools is to have a job as superintendent when you apply. That's what John E. Baker indicates in *Phi Delta Kappan*, on the basis of a study involving 654 superintendents of public-school systems having 10 or more teachers, elected in the past 3 years in 13 Midwestern states. Almost 3 out of 5 were chosen from other superintendencies, while 1 out of 5 was serving as a high-school principal. Some 88% of these recently elected superintendents held master's degrees, and 1.3% had doctor's degrees.

**EARLY THIRTIES:** Are the early thirties the "golden age" for teaching from the standpoint of getting along with pupils? In 1947 C. H. Leeds and W. W. Cook reported a study which indicated that this was so. Now, Chris A. De Young in *School and*

*Society* offers corroborative evidence. When he requested almost 500 Indiana teachers in upper elementary grades to rate their pupils according to the Child Personality Scale, the teachers in the 30-34 age group rather consistently gave the children higher personality ratings than did the teachers in the two younger age groups and in the two older age groups. Mr. De Young says his study didn't reveal why teachers in the 30-34 age group have the most optimistic and sympathetic attitude toward pupils.

**INSURED ATHLETES:** Of the 26,000 high-school boys who were playing football in the Texas Interscholastic League this school year, about 10% were expected to sustain injuries serious enough to warrant medical treatment. Just how serious such injuries can be is indicated by the following partial list of cases among Texas high-school athletes in 1950: head concussions, 71; spinal injuries, 73; internal injuries (such as to kidney, spleen, stomach, lungs, or groin) 39.

But, states *Texas Outlook*, state educational journal, about 90% of Texas high-school athletes are insured under the Interscholastic League plan. Protection for one boy for a full year and in all sports cost a school \$3.75 for the 1951-52 school year. Coverage for all sports except football, wrestling, and boxing was \$1.75.

**EDITOR'S NOTE:** Good, bad, indifferent or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of methods used, degree of accuracy or conclusiveness, and sometimes even the scope of the study.

# ANY CULPRIT *for* MR. TRIGART

By  
THOMAS E. ROBINSON

AS MR. TRIGART, returning from the principal's office, approached his classroom, he heard the clamorous babel issuing from the open door. His grim lips tightened.

His biting words smote the class into silence. "I have always conducted my class on an honor system," he stated in clipped irate words. "I expect my pupils to maintain the same order when I'm out of the room as when I am present. Such infractions of class policy must be punished. I ask each pupil who talked while I was out of the room to raise his hand."

For thirty seconds a deep silence prevailed. Most of the pupils gazed emotionlessly at their desks. A few sent quick darting glances around the room to observe reactions of others. Not a single hand dared to brave the hot, wrathful eyes of the instructor.

The calm voice of Timothy Rodgers finally broke the unbearable silence. "I'll admit, sir, that I talked while you were out of the room," he said.

The scorching denunciation and the severe penalty meted out to the offender did not end the affair, as future events proved.

Four weeks later Timothy's father called upon the principal.

"Naturally I'm interested in the progress of my boy," he explained. "I depend upon the school to give me information regarding his development. His recent report card shows me that I can be satisfied with his scholastic growth. But I am concerned by the fact that in his character ratings, which the report card now contains, Timothy was marked *unsatisfactory* in Honesty. We have

always found him exceedingly honest at home, so I hoped you could define the areas in which he has revealed this deficiency, so that we can work with you in strengthening him."

"We want to give you all the help we can," volunteered the principal. "As you know, the character ratings are given by teachers, who are in a position to observe very closely the actions of their pupils. The initials beside that mark show that the rating was given by Mr. Trigart, his mathematics teacher. Let's ask him to join us."

"I certainly can explain why I marked Timothy *unsatisfactory* in Honesty," militantly asserted Mr. Trigart, after a very cool greeting to the father. He referred to the black notebook he always carried.

"On March 3 I left the classroom, as I have just done in response to your call. When I returned the whole class was in an uproar. I called upon all those who had talked while I was absent from the room to raise their hands. It took a long while, but I finally found the culprit.

"There is no doubt about the justice of that mark, Mr. Rodgers. Timothy admitted his guilt."

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## EDITOR'S NOTE

*Sometimes a mark on a report card can give a very wrong impression. For instance, there is this case of Timothy Rodgers and Mr. Trigart, which Mr. Robinson relates. He is superintendent of the Mercer County Schools at Trenton, N. J.*

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The triumphant glance he threw at Mr. Rodgers intercepted a look of pure understanding that passed between principal and parent. It is still puzzling him, as are also the cryptic remarks that ended the talk.

"I'm so glad you came to see me, Mr. Rodgers," said the principal. "As you can see, a report card mark without a conference

can give an entirely incorrect impression."

"I entered your office today, sir," returned Mr. Rodgers, "as a parent who was proud of his son, but puzzled. I leave still realizing that the only father entitled to a feeling of pride in his son is the father whose son on his report card was marked unsatisfactory in Honesty."



## Crusade for Freedom Activities in November, December

The 1952 Crusade for Freedom drive to raise funds for Radio Free Europe and Radio Free Asia runs from November 11 to December 15. Schools again are invited to participate by planning money-raising activities and collection of signatures to Freedom-Grams which will be flown behind the "Iron Curtain" on balloons. Following are representative activities in which high schools and their students engaged during the 1951 drive:

Cincinnati students held a city-wide dance which raised \$750. A feature of the program was a mock broadcast of messages to students behind the "Iron Curtain."

New Albany, Miss., students learned what life is like under Soviet tyranny when they entertained two Czech refugees, a boy and a girl, for two weeks. All of New Albany cooperated with the schools in showing the refugees a good time. Women's clubs and high-school students sponsored a cake walk to raise funds for entertainment expenses. Making tape recordings of their impressions, the exile students observed city-wide elections, spoke to school and church groups, visited industrial plants and met with Rotarians. Their recordings were used in Radio Free Europe's programs to Czechoslovakia.

Youthful Crusaders in Wilmore, Pa., canvassed an area of about 150 miles, made 100 speeches about Crusade, and obtained 2,800 freedom scroll signatures.

St. Louis schools worked out a course of study which was a "Primer in Americanism and World Freedom," for use in their schools. During a special Crusade for Freedom Week, students and teachers discussed: the American heritage of freedom, lack of freedom behind the Iron Curtain, and the purposes of Crusade for Freedom and Radio Free Europe and Radio Free Asia.

A Bloomfield, N.J., social-studies class decided to support Crusade for Freedom throughout the year.

Each week they sent in contributions averaging about \$4, with the hope that it would "help the boys and girls behind the Iron Curtain grow up to be free men and women."

New Mexico school girls sold tags on a special Tag Day to raise money for Crusade for Freedom.

In Oregon students made spot announcements about Crusade at football games. At every exit they placed new garbage cans bearing the placard, "put in your two bits for Freedom."

Millbrook, N.C., Boy Scouts, Girl Scouts, and PTA members planned an unusual community program. They wanted to dramatize for their own townspeople the advantages of life in a democracy. So they simulated a broadcast to people behind the Iron Curtain, telling about recent activities in Millbrook—a new school building, better bus service, state fair, Harvest Festival, community square dance, etc. In so doing they compared their life to the police-controlled existence in Soviet states. After the program, Millbrookites felt they knew better why it was so important for them to contribute to Crusade for Freedom.

Students in other schools conducted house-to-house campaigns to collect money and signatures, volunteered to help at Crusade headquarters in their cities, printed special issues of their school papers, wrote scripts for radio broadcasts or for use over their public-address systems, and sold refreshments at games to provide funds for Crusade.

This year young Americans will again have an opportunity to participate actively in Crusade. In addition to such school activities as those mentioned here, they may sign their names to special friendship messages which will be sent behind the Iron Curtain. School principals were sent Crusade information in October. Requests for materials and information may be sent directly to Crusade for Freedom, 29 West 57th Street, New York 19, N.Y.



# SPELLING ATTACK:

## *A Plan for the 10th Grade*

By

THELMA L. COOLEY

"IF YOU would have it well done—I am only repeating your maxim—you must do it yourself, you must not leave it to others!"

If you as the reader of this article really believe in this somewhat ancient advice, you probably will not want our *Perfect Spelling*. You will, most likely, want to build your own. Every teacher faces the problem of perfect spelling all the time and he has his own unique approach to it.

Basically his problem is first to get his pupils to accept his standard of perfection, and then to give them the means of making their task seem less impossible. He tries many different ways and some of them please him some of the time. After a time he finds a way that yields better than average results, but he keeps on looking for a way that will yield still better results, and then still better. The search goes on until it finally culminates in a combination of methods and practices, or a course, or a curriculum, or—as in our case—in a spelling book called *Perfect Spelling*.

All this is a way of saying that somebody else's solution to the spelling problem may not be your solution. Such a booklet as ours, which I am about to describe, arose out of our specific need and is uniquely applicable to our particular curriculum.

We have long felt that the third semester in high school (10B) is the time when the pupil is most vulnerable to a direct assault upon his somewhat bizarre spelling habits. The chaos encountered at this stage makes one a little dizzy, but at least there is promise of a rich harvest. Also at this stage the pupil is ready (if given a firm shove)

to leave the infantile ways of thinking and writing and wording which seem so often to characterize the freshman year. He can be appealed to on something like a man-to-man basis, particularly since it is not going to be hard to convince him, in view of the evidence, that the situation calls for action. He can be told that after (let us say) nine years of incidental learning about words, the time has come for a frontal attack. And so he is told. And he is handed an attractively bound, lithographed pamphlet, entitled *Perfect Spelling* and subtitled "Guideposts Through the Forest: For High School Sophomores Who Want To Be Juniors." Thus we hope a positive and psychologically favorable tone has been set, and we go on to page five where we address a personal letter to:

Dear Young Friend,

This little book is addressed to you and dedicated to you because you want to improve your spelling.

Mistakes in spelling, someone told us the other day, are really just social blunders—like going to a basketball game in a formal, or reading a comic book in church. In spelling as in other things we learn we have to conform in order to be accepted.

The English language is not an easy one, and sometimes it seems that there is no orderly pattern in the way words are spelled, but this is not so. This book is arranged so that you may see the patterns and rules which govern English spelling, and use them as guideposts through the forest.

Now let's notice that this book is divided into four chapters. Notice also that each chapter begins with a list of rules which apply to the various lists in that chapter. You should first scan the chapters and lessons as a whole and discover how these rules work. Next, as you study any lesson intensively, you should also study the way in which the rules are operating. Talk over with your teacher the question

of whether you ought to memorize these rules, or whether it is more desirable simply to gain a thorough understanding of them.

In most of the lessons the words above the line illustrate one or more of the rules of the chapter. The words below the line often lead up to a rule (for example you must know the word *equip* before you try *equipped* and *equipment*); or they may be "demons" needing special attention.

Sometimes you may think these rules are extremely detailed—perhaps unnecessarily complicated—but this is your assurance that you can trust them. They are complete, they are accurate, they tell the whole truth.

Many very troublesome words reappear from time to time to retest your mastery of them. Here and there you may recognize an attempt at humor and the use of sentences as an aid to memory. Whenever an alternate spelling is given in parentheses, the first spelling is the preferred one. The "demon" words are those which experience and observation have shown to be the most troublesome—and the most necessary for you to know. It is certain, however, that you and your teachers—in all subjects—will discover other demons—and these you must also attack.

Remember, society never permits you to misspell any word without a penalty.

Naturally you must work out a method of memorizing words and doing it efficiently. Talk this over with your teacher and decide upon a good method of study. Remember too that the plan of this book is to make use of understanding as well as memory.

Most important of all is your desire to succeed. Correct spelling is a challenge which must be met. You will meet it by acquiring through this book a core of perfection, which we hope will be yours always.

Yours sincerely  
The Authors

My favorite sentence in this letter is, "Remember, society never permits you to misspell any word without a penalty." If spelling isn't perfect, it isn't spelling. It's mayhem.

From this letter it can be seen that we believe rules are helpful in learning English spelling. We are not even averse to memorizing a few. Obviously individuals differ in their ability to profit from rules, and rules are helpful to different people in different ways. However, aside from the mechanical usefulness of rules in determining the spelling of some words, we believe that their

greatest help lies in the fact that they establish patterns.

The student may forget the rule that established the pattern of equipped—admitted—permitted—controlled—omitted—beginning—etc., but we believe he will have difficulty in forgetting (agreed that pupils do try to forget?) that there was a rule that established the pattern; and that he will have difficulty in erasing from his mind the "shape" and the "feel" of the lists in which the pattern of the doubled final consonant was established.

In our speller the rules which set the patterns are expressed fully and accurately on a separate page at the beginning of each chapter. They are never printed on the same page with the lists because we conceive of each list as a test for the correct spelling of that group of twenty words: simply that and nothing more. It is not a test of means (rules) but of ends (correct spelling). Rules provide the backdrop of reason, and the teacher can play them up or play them down at his discretion.

Our speller contains forty lists of twenty words each, but only 736 different words, for 64 are "repeaters." "Benefit," for example, occurs six times, "benefited" four times. These forty lists are organized into four chapters.

The first chapter develops the rules for doubling (or not doubling) the final consonant of words which end in a consonant preceded by a single vowel (hopped, compelled, offered, conference).

Chapter Two develops *ie* rules (believe, receive, vein, seize); adding *k* to final *c* before a suffix (picnicking); changing or not changing *y* to *i* before a suffix (holidays, activities, applying, shyly, driest); and retaining the double final consonants before a suffix (fullness).

Chapter Three clarifies the relationship between spelling and sound (hug, huge; fad, fade; hopping, hoping); dropping or retaining final silent *e* before a suffix (coming, surely); final *ie* before a suffix (dying);

and forming plurals (radios, heroes).

Chapter Four contains a group of words whose spelling is best explained on the basis of Latin derivations (eloquence, convenient, convertible, possession, intermission, subscription); and analyzes the mysteries of hyphenation (blackboard, forearm, lifelike, bell-like, long-distance telephone, twenty-one, one-armed athlete, blue-eyed twins, daughter-in-law, crow's nest, ex-president, cash register).<sup>1</sup>

The lists of *Perfect Spelling* are generally arranged so that there is a group of words above and a group of words below a horizontal line. Above the line the words illustrate a rule or develop a pattern. Below the line we have words which may be classified as "demons," or which are primates whose function it is to prepare the pupil for derivatives that are used in subsequent lists to illustrate a rule. (Did you ever teach "controlled" and then try to unteach "control"? We teach "control" before "controlled" is allowed to appear.)

Indeed, there is artistry and some hidden magic in the way the lists are composed. Here are some examples of ways in which we try to give a vivid impression to the pupils in the case of especially persistent errors with especially common words:

#### A. Repetition:

1. benefit: occurs first in list 2; recurs in lists 3, 4, 5, 6, 18 (surprise!) and 23 (last chance!)

2. benefited: occurs in lists 7, 8, 9, and 40. (List 40 consists entirely of review of demons: accommodate, quantities, similar, occasionally, necessary, benefited, occurrence, privilege, athlete, athletics, practically, attendance, pleasant, question, questionnaire, formerly, recommend, stretch, equipment, embarrassment, familiar.)

#### B. Sentences which associate:<sup>2</sup>

1. Learn the principles (rules) of golf.
2. College is a privilege.
3. I wonder whether they're together.
4. Calendars keep dates straight.
5. Stationery is paper for letters.
6. We eat in all kinds of weather.

<sup>1</sup> See *The Dictionary Companion* by C. O. Sylvester Mawson.

<sup>2</sup> The testee is always expected to write the entire sentence or phrase from dictation.

### EDITOR'S NOTE

*Tenth-grade students are particularly vulnerable to a direct assault upon their bad spelling habits, says Miss Cooley. Over a period of years she has developed a speller which is hand-tailored to meet the special needs of her school, and which the school has published. She not only explains the methods used in the speller, but in her final paragraph explains how CLEARING HOUSE readers may obtain a complimentary copy. Miss Cooley teaches in Thomas Carr Howe High School, Indianapolis, Ind.*

7. She is losing her hose.
  8. Neither leisured foreigner seized the weird-est heights. (exceptions to *ie* rule.)
  9. She's a practical gal.
  10. We need your attendance at the dance.
  11. We're grateful to Kate.
  12. Gabriel was an angel.
  13. The principal is my pal.
  14. How did the accident affect him?
  15. I mean, what was the effect on his efficiency?
  16. Look pleasant, ant.
- C. Context:<sup>3</sup>
1. There it is! That's *their* new station wagon.
  2. You're getting your feet muddy.
  3. Isn't that *their* car over there? Yes, that's *theirs*.
  4. She has *hers* now; you'll get *yours* tomorrow.
  5. He *threw* the surprise *through* the door.
  6. Mr. Jones and Mr. Brown are principal and superintendent *respectively*.
  7. It's *too* difficult.
  8. This *means* you.
  9. He *meant* every word.
  10. *Yours* truly,
  11. *Yours* respectfully,
- D. Juxtaposition:
1. quiet, quite, quit occur successively, as well as woman and women, success and succeed.
  2. theirs, ours, yours, mine, his, hers, and its occur successively in list 4 to establish the fact that apostrophes are not used in possessive pronouns.
  3. choose-choosing-chose-chosen is item 16 in lists 5 and 7.
  4. labor, laboratory, and elaborate occur successively, as do though and although, athlete and athletics.
  5. Other examples are: noose, loose, and goose; children, child, childish; explain, explanation; maintain, maintenance; presence, present, absent, absence; disappear, disappoint; define, definite; imag-

ine, imaginable, imaginary, imagination, imaginative, image; already, altogether; diphtheria, dipthong; origin, originally, originate; despise, advise, arise, compromise, devise, exercise, revise, supervise, surprise; vice, (good) advice, device; and question, questionnaire.

We hope that our lists are more than lists. They are lists with souls. They breathe; they gesture; they beckon; they make jokes. A teacher with a talent for analysis and synthesis can find and reveal from them much secret treasure.

We understand that spelling cannot be learned entirely from lists. But while it is true that pupils learn a great deal incidentally, functionally, contextually, or what have you, there finally comes a time when such incidental learning needs to be formalized and "fixed" by conscious effort. If for a time we stop wandering aimlessly around in the forest and follow the guideposts, we will arrive sooner at our destination.

A word about the practical use of the

book. There is room on each page for the pupil to write his words as a test, folding the paper back so the printed words cannot be seen. This gives the pupil a record of his failures and successes, saves paper and fuss. On pages 59-63 there is an alphabetical list of the entire group of 736 words where, conceivably, the pupil might wish to check the words he misspells on his tests. On page 65 there is a chart where he can record his scores lesson by lesson, aiming at an eventual perfect grand total of 800. If the book is used every day, it will consume, on an average, fifteen minutes a day for eight weeks.

Now if, having read this article, you wish to reject Miles Standish's advice, and if you would like to see a copy of *Perfect Spelling*, write a request to English Department, Thomas Carr Howe High School, 4900 Julian Avenue, Indianapolis 7, Ind. We would be glad to receive your criticisms and reactions.



## High-School Corridors

By LOUIS GINSBERG

These gawky bumpkins  
And tatterdamalions,  
These ragamuffins  
And loud rapsallions,  
With books misplaced,  
As well as manners,  
Now heap dismay  
On teachers and planners;  
Until with disorder  
Of their caprices,  
You'd think the nation  
Would fall to pieces.

Their raucous laughter  
Will soon be stilled;

Their G. I. bags  
Will soon be filled.

Their wild abandon  
Will be directed,  
When, by Destiny  
Soon selected,  
They will be flyers  
Whose jet planes attack,  
Through corridors  
Of cloud and flak;  
Or, in foxholes,  
In blasphemous weather,  
These boys will hold  
Nations together.

# A High-School Freshman BLOWS *off* STEAM

By  
OLIVER LANCE

AMONG THE inhabitants of the planet Earth, there exists a unique, rather eccentric race of humans commonly referred to as school teachers.

These most extraordinary creatures confine themselves in so-called "school buildings" and occupy themselves by torturing the students under their supervision. It is their supposition that the only method of teaching is constant reiteration and periodic testing. They believe that pupils are somehow extremely stupid and yet possess adequate superhuman qualities to remain sane after doing colossal quantities of homework nightly. I am not condemning the teachers, I am merely criticizing their obsolete methods of teaching.

To begin with homework—we adolescents are normally alert and energetic and are willing to toil at any task made interesting enough for us to perform. But after a long five-hour school day we are mentally exhausted. We are still physically energetic and should be given the opportunity to have an hour or so of outdoor exercise. But what are we required to do? Homework! Literally hours of it. Homework missed during an absence must be completed, for it supposedly accounts for one-third of our grades. With such formidable factors in mind, it is no wonder that students endeavor to do their homework in classes. Apparently teachers cannot comprehend such unmistakable signals.

Drill work can be considered nearly indispensable but the conscientious students who do the work are generally above-average students who do not really need it. Those who require this homework are low-

average pupils who seldom do the homework anyhow. When they do perform the work, they, in all probability, are practicing mistakes because they do not fully understand it. Homework, especially drill work, should not be graded since it is practice. A study assignment naturally cannot be directly graded. Only a very special composition or something other of importance should logically be graded.

Is it not easily understood that since some pupils realize that because of all their musical, recreational, and school activities they can't do all their homework, they do but little, if any of it. Too-large homework assignments encourage either exceptionally good work habits or careless, bad work habits, only too often the unfortunate latter. We are literally tortured mentally, if we attempt to remain good students. We should, I presume, forget or disregard all school work, tests, homework, etc., if we are to be graduated sane.

Tests! Abominable things! Tests can be devices for learning. I suppose they are

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## EDITOR'S NOTE

*"Oliver Lance" is the pen name of a ninth-grade boy of superior ability. The piece was submitted to us by a teacher in "Oliver's" school. After checking upon the young man's identity and learning a good deal about him, we decided to break one of our rules and publish the article without giving the the name and school of the author. We don't want to be responsible for any trouble to "Oliver" in his further educational career.*

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when one spends hours studying merely to remain at a high scoring level. Much is forgotten, however, in a week. Most disgusting of all, to me, is to see our papers being collected without our having a chance to see our mistakes and learn the correct answers. In that manner tests are useless. I am also bitterly against orally read tests. Because of the constant recapitulation of the reader one does not have a moment of silence in which to collect one's thoughts or the opportunity to go back to a question later to fill in an answer which had been temporarily forgotten.

Too often tests are given because teachers feel they must have grades for the pupil. But must they? What are schools? Institutions for learning or institutes for eternally seeing how much one has learned? The former, I hope, but I am afraid I am miserably disappointed. If tests were used to see what pupils did not learn in the period preceding, the test might be useful. But if they are given and are never again discussed they are worthless.

We cannot eliminate all homework. Nor can we eliminate all tests—but those necessary can be made to contain worthwhile information. Grades should be taken on class participation and discussion rather than from tests alone.

Another severe criticism I have is that pupils of all intellectual abilities are grouped together. Persons who are four

years behind others mentally are, I think, not uncommon and I am positive that in our class there are some who are intellectually advanced eight years beyond others. It is unfair to both groups. The more intelligent group must wait for the general average while the below-average must rush along too fast for their abilities. Pupils of high intelligence must do a vast amount of work which is unnecessary for those of their ability but is essential for those of lower intelligence.

What kind of teacher do pupils like? One who is friendly, has a sense of humor, is informal, appears unhurried, is not constantly scolding, treats the pupils as equals, is lenient, is not over silly, is broad and open minded.

In many cases there is not adequate class discussion. Pupils are compelled to learn facts for themselves and are then tested on their knowledge. Ours is the age when some limitations and responsibilities should begin, but some of these limitations and responsibilities should be at home and the school should allow us time to perform them.

These ideas cannot succeed until an entirely new generation of teachers takes over, an understanding generation, a generation that realizes that pupils are human too and does something to prevent pupils from expressing their feelings in the vehement ejaculation, "I hate school! !!"



### *Only Dues Payers Are Members*

So you wish that Washington Education Association were tougher and more aggressive! Okay, but first you'd better look around close to home. Is your local unit careless? Does it need to check up on itself, to clean house? Are you too easy, do you let matters slide? For instance:

Do you limit your business meeting to *members* only?

Have all your committeemen and chairmen paid their dues?

Are your officers members? (What a question, but do you *know*?)

Who consumes the most time and raises the loudest squawks in your meetings? Members? You might discover, by digging into the records, that the worst malcontents often don't even belong. They attend. They exercise all the privileges of a member. They even vote. Because we don't check up.—CLARENCE M. CONKLING in *Washington Education Journal*.



# READING to and for EIGHTH GRADERS

By  
MIRIAM S. COOMBS

IT IS MY sincere belief that the two most important everyday activities in which an eighth-grade teacher may engage today are those of reading to and for his students.

An unhealthy silence now pervades the atmosphere of many an eighth-grade classroom. This silence is the result of the introduction of modern methods of teaching reading. The ancient practice of having students read aloud in turn has been replaced by newer, more effective methods which place more emphasis upon silent reading.

I have no quarrel with these new techniques but I do regret that teachers, especially in the seventh and eighth grades, have also stopped reading aloud to their students. I believe that this practice should be revived and developed. I think I can suggest some ways in which reading aloud to students can become a valuable teaching aid. From my own experience, I am convinced that reading aloud by the teacher need not be confined to the reading of material in the field of literature alone, but that it can also be used as a device for increasing knowledge and understanding in other areas.

By reading aloud to his students, a teacher may provide them with a model for oral reading, aid their interpretation of literature, stimulate their ability to comprehend, broaden their interest in reading, afford one activity in which the entire class shares, and provide periods of relaxation and enjoyment for teacher and students alike. (Lest these reasons for reading sound pedagogical and didactic, I'd better acknowledge at once that they came from the students upon whom I have been experimenting for the past seven years.)

In these days in which silent reading is emphasized in the classroom, there is no model for oral reading. The teacher reading aloud to his students may provide this model. As one of my boys said last year, "Listening to the teacher read helps you to learn to read better yourself."

However, if the teacher is to serve as a model reader, he must be a good reader. He must choose significant material and must be thoroughly familiar with it before reading it to a class. He must, as a student said, "Put in the right expression which the author meant."

My second reason for reading aloud to students is that this reading is an aid to interpretation. As the teacher reads, he interprets. Perhaps the best illustration of this is in the reading of poetry. In order to get the complete message of a poem like *The Highwayman* by Alfred Noyes, for example, the poem must be read aloud. However, it must be beautifully read, with full appreciation of the beautiful language, the exciting story, and the rhythm which binds them together in perfect unity.

Then too, by reading aloud the teacher may take advantage of the ability of boys and girls to comprehend material which is anywhere from one to three years in advance of their reading skill.

An eighth grader makes this point in this way: "The teacher reads us stories that we cannot read without stumbling over words because they're too hard for us. However, we like to hear them."

Another very important reason for reading to eighth graders is that this is one way of arousing and broadening their interest in

reading. The device of reading a chapter or two from a book and then leaving it on the library table is a familiar one to most teachers. Introducing a book like Elizabeth Janet Gray's *Adam of the Road* is very important. It is an exciting story of the medieval period which fascinates seventh and eighth graders. Many young readers will pass it by, believing it to be a religious book. The same thing applies to Kate Seredy's *The Good Master*, which is circulated until it is in tatters once the youngsters hear the first chapter.

A student expresses this idea of arousing interest in reading as follows: "A student may never read for pleasure, but, in order to be promoted, he must read textbooks. To make a student want to read for pleasure, broaden his horizons, and be well informed in all matters is the teacher's main goal. I think the teacher can interest the student by reading aloud."

My next reason for believing that the teacher should read to his students is that material can be presented to an entire class in this way. These are days of group work in most of our classrooms. Group work is fine and necessary, but the entire class needs to work together once in a while. In social studies, for example, the class may be organized into groups studying various phases of the exploration and settlement of the west. However, all the students can benefit from listening to portions of a book like James Daugherty's *Of Courage Undaunted*, which is an exciting story of the Lewis and Clark expedition. Not only do they get information in this way, but they also get the feeling of sharing an experience.

My last reason for believing that it is important for a teacher to read to eighth graders is that short periods of relaxation are very much needed at this age. These boys and girls work hard, play hard, and become upset easily. Reading to them is one of the best ways which I know to help them relax for a time. During this period of relaxation on the part of the student and

teacher, a close, friendly relationship is established. Let me give you two classic quotations on this point from former students which all teachers will appreciate.

One girl said: "Teachers should read to their pupils because it gives pupils a time to rest their minds." One boy really spoke his mind when he wrote: "When the teacher read to us it was a change in the school day and it was something interesting to listen to. At least the teacher changed her tone of voice."

So far we have been considering "reading to" eighth graders and the "reading for" portion of our title has been neglected. It is, however, just as important, because all material which a teacher reads to a class must be carefully selected. The content of the material must be good and it must be well written. It must also be of interest to the group with which it is used and be within the mental grasp of the group. Fortunately both boys and girls in the eighth grade are interested in the same things. Sports, adventure, and human relations always strike responsive notes. It doesn't matter whether the selection to be read is a novel, biography, poem, short story, or a news story. If it is alive, the group will enjoy it and it is important that they enjoy it.

Everything read to a class should be appropriate to the time and place in which it is used. It is true that great literature is timeless, but if a teacher plans to read to a class, his material should be timely. It may fit in with something the class is studying, as *Uncle Tom's Cabin*, for example, fits into the study of the Civil War. It may deal with a subject about which the students are hearing a great deal outside of school. The teacher must be right up to date and must know his group and his community in order to choose material which will be vital and yet not offend anyone.

Since I further believe that the teacher should never read anything to the class which he has not previously read himself,

it follows that he must read continuously and with discrimination. He must read reviews of the new books and read any of the books from the fifth- to the twelfth-grade reading levels which he feels might appeal to students. He must read newspapers and magazines and encourage students to do likewise in order to bring in material which interests them. He must be alert to take advantage of seasonal publications. *Collier's*, for example, always has an excellent Christmas issue with reprints of classic Christmas stories and poems. The teacher must read the new textbooks in any subject field in which he teaches, for they provide material with which to enliven the daily lessons.

I am going to assume that if you have read this far you are interested, at least mildly, and that you would read to your boys and girls if you could find the time in which to do it.

There are certain times which are traditionally devoted to reading aloud. The favorite time is the last ten minutes of the school day, for most teachers wish this to be a time for relaxation and enjoyment.

Another good time to read aloud is after a period of physical exercise, such as a gym period or after the noon recess. My students are usually back in our room five or ten minutes before the bell rings for the afternoon session. They almost always ask me to read to them during that time. Rainy lunch hours are no problem as far as discipline is concerned, because they come back to the room for a listening period. Frequently we have to wait for special teachers who have to run from building to building, and this gives another opportunity for reading aloud.

I discovered the best and longest continuous period of time for recreational reading last year, by accident. I had come to a very exciting part of Stephen Meader's story, *Who Rides in the Dark*. One of the girls, who just couldn't stand the suspense, suggested that I read to the class during art

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#### EDITOR'S NOTE

*For the past seven years, Mrs. Coombs has been going counter to the prevailing trend with a program of reading "to and for" her eighth-grade students. She explains the special values of her plan, "especially in seventh and eighth grades," and names the reading materials that she has found most effective. The author teaches in the Woodbury, Conn., Public Schools.*

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period. Since most of our art work involves painting and frequent trips to the hall to empty water pans, I didn't think it would work, but it certainly did. I waited until all the supplies were distributed, the lesson had been explained, and everyone was at work, before beginning to read. It was amazing how quietly the boys and girls left the room and how soon they returned so they wouldn't miss much of the story. Needless to say, this has become a custom in our room.

Time can be found for reading aloud and there is an abundant supply of suitable material. I'd like to tell you about some of the materials I have used in the fields of human relations, language arts, science, and adventure.

For the past four years I have included in the selections read to my classes many that deal with human relations. The first book I read each year is *The Hundred Dresses*, by Eleanor Estes. It can be read in one sitting and I know of no better way to start the new year's work than to read it on the opening day of school. It tells of the unhappiness of Wanda Petronski of Bog-gins Heights, whose teacher and classmates were very thoughtless in their treatment of her.

Two years ago last summer, the story of "Jimmy John" by Anna Perrett Rose appeared in the *Ladies' Home Journal*. I read this story, which was a condensed version of the book *Room for One More*, to

my classes. It tells the story of a boy who had become very unhappy and who couldn't seem to succeed at anything until he became part of a family and was loved. The complete book gives the story of two other children who were adopted into the same family. The story of Jimmy John was so appealing that the class insisted upon hearing about the other children as soon as the complete version was published. This year *Room for One More* appeared as a movie, so I read parts of it to the class before they saw the movie. Now that they have seen it they are clamoring for more of the book.

Last year I discovered a book of short stories written by Ruth Adams Knight, who lives here in our town. It is called *It Might Be You*. In this collection of short stories she shows how intolerance has affected children through the years.

I read the first story about Wilhelmina, the Negro girl who won an essay contest on the subject of democracy and received a trip to Washington, D.C., just after we had finished writing similar essays. The word Negro isn't mentioned in the story and not until the last sentence are we told why Wilhelmina was not accepted in Washington.

None of these stories has a happy ending because the problems presented are yet unsolved. This troubled my young people, who used to say again and again, "You can't forget them."

They were so impressed by the stories that we arranged to have them spend an afternoon with Ruth Knight. They didn't know she was to be there, when they were invited to tea at a nearby home. They spent an hour or so telling their hostess and another lady whom they vaguely believed to be "one of the mothers" about these stories they had been listening to. They were really excited when they learned that "one of the mothers" was Ruth Knight, the author of the stories. She told them how she had gathered her material, how her publishers had been reluctant to publish such

a book, and how wonderful it had been to hear their opinions of these stories which she had written for readers of high-school age.

Other authors in the field of human relations to whom I have and shall introduce my students are: Phyllis Whitney, John Tunis, Doris Gates, Marguerite de Angeli, and Lois Lenski.

Now I'd like to explain how a very fine project developed as a result of perhaps five minutes spent in reading to a language class.

Our Sunday paper, *The Waterbury Republican*, reprinted on its editorial page a letter written by a soldier, Robert Fallon, describing life in a fox hole, under the title "The Soldier on Your Front Lawn." At the end of the letter, he asked that people do their part to help such soldiers. I read this to my class the next day and they decided to answer the letter. We had only the address of the hospital from which his letter had been sent, but we used that.

I asked for duplicate copies of two of the more thoughtful letters and mailed them to the paper. They appeared on the following Sunday on the editorial page and the next day the class received a letter from Robert Fallon, who proved to be a lieutenant and a graduate of West Point.

He explained that he had been wounded in Korea and suggested that some of the pupils write to his best friend, who was still there. They did, and continued to correspond with both young men. They were really pleased when someone brought in a copy of *Collier's Magazine* in which Bob Fallon's letter had been printed, and in which the facts about him which they had discovered for themselves were given.

As a result of five minutes' reading time, I had a letter writing project and didn't have to concoct one.

This year we have enjoyed writing about the pictures which appear each week on the last page of *Life Magazine* under the title "What's in a Picture." I show the class

the picture and each person writes his interpretation of it. Then I read the interpretation in the magazine and we compare our efforts with those of more skillful writers.

In the field of science, I have read cuttings from biographies of famous scientists. There are many excellent biographies on the junior-high-school level. One book we have enjoyed especially is *Great Men of Medicine*, by Ruth Fox. This book presents the history of important medical discoveries such as anesthesia, for example, by means of a biographical story of the discoverer and his struggles to win acceptance of his discovery. The language is not technical and the facts are authentic.

This year we have sent for and obtained publications in the field of health from several well-known life insurance companies. The material in these booklets is up to date but the vocabulary needs interpretation in some cases. This I can provide by reading the difficult paragraphs.

If the reading interests of young people are to be considered, much of the material read to junior high school pupils should deal with adventure. Teachers have long been aware that girls in these grades like "boys' " books. This usually means that they like adventure stories. Norvel lists boys' preferences in this order: "Adventure (outdoor adventure, war, scouting), outdoor games, school life, mystery (including activities of detectives), obvious humor, animals, patriotism, and male rather than female characters." His list for girls' interests is practically identical. Girls do like stories of home and family life and both male and female characters.

There are excellent stories of adventure for these young people. However, as far as novels are concerned, we are partial to the stories written by Stephen Meader. May Arbuthnot says of him: "Stephen Meader is another author who not only writes well but can include a mystery that keeps the reader guessing from the first page to the last. Mr. Meader writes so well it is a pleas-

ure to read any of his books. His boys are real boys, well characterized and convincing. His stories are action tales, fast moving and exciting. In giving boys Stephen Meader's books, you give them good prose and wholesome stories."

During the past seven years, I have always included a Meader book in our program of reading aloud to the class. Usually there is such a run on Meader books for silent reading that I can read only one aloud. Favorites are: *Who Rides in the Dark*, the story of Dan Drew, an orphan boy and his adventures with a mysterious night rider; *Longshanks*, the story of Abraham Lincoln's journey down the Mississippi; *Red Horse Hill* and its sequel *Cedar's Boy*, both horse stories; *River of the Wolves*, an adventure with the Indians, and *Jonathan Goes West*, the story of a boy's adventures in the west about one hundred years ago.

These books are ideal for reading aloud because the chapters are short and there is foreshadowing and suspense in every one. A great deal of authentic historical information is presented without spoiling the story, and the author has a fine sense of humor.

I have always tried to include stories by Howard Pease. His fine adventure novels are too long to be read aloud, but he has written short stories which gain the interest of the boys and girls, so they read the books. "Passengers for Panama" is one of the short stories which never fails to appeal.

A third author upon whom we depend is Jim Kjelgaard. His adventure stories also introduce dogs as important characters. *Big Red*, a dog story, is a favorite, and *A Nose for Trouble*, which is the story of the struggle of federal agents to wipe out a poaching ring in the southern mountains, has been greatly enjoyed by two eighth-grade groups. There is also inherent in it a valuable lesson in conservation.

In all my reading of adventure stories, I have never lacked an enthusiastic, attentive audience.



That boys and girls have respect for a teacher who reads to them and realize the value of such a program was proved to me last spring. Students in grades seven through twelve were given a questionnaire on the very general topic: "Should teachers read aloud to their students?" They were not required either to fill it out or sign

their names. If they did so it was done at home or in free time. English and social-studies teachers distributed it, without any explanation of purpose.

Of the one hundred fifty copies given out, one hundred thirty were returned. I have already quoted from the students' thoughtful replies.

## \* \* *Tricks of the Trade* \* \*

By TED GORDON

**SEND-OFF**—At the last meeting of a class, run down the roll call and say something complimentary about each pupil or tell something few know about him or her: a hobby, an unusual accomplishment out of school, an amusing incident, etc.

**KEY OF COMMON ERRORS:** A numbered list of common errors in grammar and composition (based on the highest frequency found in the first several themes) may be mimeographed, and each pupil may have his own copy. The teacher can mark the number of the error on the margin of the line where the error occurs. The pupil should make the correction on the original paper, and, when requested, submit the corrected original with the revised copy. This device can be broadened to include more general comments on thought and expression, use of references, and the like. (Sample

corrected themes, omitting names, may also be projected on a screen, for class and teacher comment)—*Carl K. Bomberger*, Junior High School, Summit, N. J.

**GREASY HANDS?**—No problem at all if you know that one-half teaspoon of sugar rubbed in with the soap lather does a quick clean-up job.—*Western Family*.

**BEST BULLETIN BOARD IDEA?**—That wonderful bulletin board that you're so proud of need never be removed! Simply get someone from your camera club to take a picture of it, "blow up" the picture, and use it as part of an exhibit of "Bulletin Boards and How to Make Them Attractive."

**WINDSHIELDS FOR BUNSEN BURNERS**—If windy days means you must choose between an unventilated laboratory and Bunsen burners that won't stay lit, try this. Get pupils to cut both tops and bottoms out of the tall tin cans commonly used for fruit juices and bring them to the laboratory. (These cans are about  $4\frac{1}{4}$ " in diameter and 7" tall.) The sheet-metal cylinder resulting from this operation slips over the burner easily, leaving about the right distance above the burner for production of good, hot flame.—*C. T. Morton*, Huntington, Cal., High School.

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**EDITOR'S NOTE:** *Readers are invited to submit aids and devices which may be of help to others. Please try to limit contributions to 50 words or fewer—the briefer the better. Original ideas are preferred; if an item is not original, be sure to give your source. This publication reserves all rights to material submitted, and no items will be returned. Address contributions to THE CLEARING HOUSE, Dr. Gordon teaches in East Los Angeles Junior College, Los Angeles, Cal.*

# NEWS *from* HOME:

## Student-Council Newsletter

By CHARLES A. BELDEN

DEAR STUDENT Council:

"Well, I have been reading your very wonderful letters for a year now, and it's about time I wrote you and told you how much I enjoyed them. I also want to tell you that you're doing a great job. Keep it up. I am the only guy in my barracks that gets anything like it. The other fellows all read my 'Newsletters' and enjoy them. They all say I sure must have a swell high school to do that. . . ."

"Without the 'Newsletter' I would have no way of knowing where my buddies are or what's going on in our fair city. . . ."

"I receive the 'Newsletter' regularly and really appreciate your remembering an old OHS fan. . . ."

". . . I'll tell you people what a wonderful job you're doing for the boys and girls in the service. I know of nobody on the ship who receives a letter from their former high school. So it's a good idea—in fact, it deserves a gold medal. . . ."

Our student council has been getting letters like this for the past two years, ever since it started publishing the Student Council "Newsletter," a slangy, newsy, mimeographed sheet that goes semi-monthly to all former Oneonta High School students (drop-outs as well as grads) now in military service. And the present student body has begun to realize the high regard of their brothers and sisters and friends in the Services for these letters, and are looking on the student council with increased respect.

This project developed as a result of the perennial interest in worthy projects for student-council endeavor. It's a combination of local and general news and school gossip,

which the council members bring to the editor at the time of the weekly student-council meeting. The editor writes up the copy—this we find almost *has* to be the work of just one person—and has it mimeographed by council members in the business department. Envelopes are addressed and stuffed by other members of the council, and postage is paid out of council funds. The letter at present goes to almost 125 boys and girls in military outfits at home and abroad.

Once the idea began to develop, the problem arose as to the means of obtaining addresses. This was finally handled by sending double postcards to the parents of all graduates and drop-outs in the service for two years back. In our first publicity in the local paper, parents who were interested were invited to send us addresses. Some of them even sent money to cover postage. Getting the addresses was really a very minor problem; the council had almost 100 per cent returns on the cards. Changes of address are customarily sent in by the serviceman or the parents.

What does the "Newsletter" contain? How does it differ from the school newspaper? What is its main appeal? To answer the

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### EDITOR'S NOTE

*"Our 'Newsletter' is one of the happiest solutions we've found for a worthwhile student-council project," writes Mr. Belden. For the past two years the council has been issuing the "Newsletter" semi-monthly for all former students of Oneonta, N.Y., High School who are now in the armed forces. The author is principal of the school.*

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last question first, the "Newsletter" is popular most of all because it's news of home. The items are the things that parents wouldn't think to write about, and that the local city or school paper consider too inconsequential to print. The very fact that it makes no pretense of being more than a rather gossipy letter gives it a wide leeway to touch on the things the average serviceman wants to know about from home.

For instance, here's a typical paragraph on sports:

Trout fishing opened last Saturday and the *Oneonta Star* had a contest for local anglers. We don't know who won the different classes but it sure was lousy weather. We had rain, hail, some snow, and plenty of wind. Bob Cole got six, all running from eleven to fourteen inches. . . . Ray Crane's team won the Munny title the other night when they mauled Hires for the second straight. Billy Burr, OHS '50, had 24 points the first game and 17 the latter. . . . Sam McKean's All-Stars will roll Harry Sinstack's five Umbriagos this Saturday at the Rec. . . . Wilber Park has excellent chances for three new clay tennis courts this year. . . . Nine holes are all set at the country club now. The greens look swell and they've already set out the flags on the course. . . . The Oneonta Red Sox leave Ocala, Fla., the 26th of April for the trip northward. . . .

Or this one from the "Who's going with who? dep't":

Let's get on to the indoor sports. Shirley Ann McPail is engaged to W. F. Sheridan. Sally Ann Wollheiter is planning her future too. Ray Bodie's the guy. He's at Fort Campbell now. Mary Arlene Justin just got married. How about this one? Greg Zaccaria got hitched too. She's really a sight for sore eyes! Her name (maiden) is (was) Leah Ann Shannon. . . .

#### For news from school:

Joe Ranieri and Don Spence copped honors as top comedy team in the Varsity "O" talent show. Louie Colone, who beat out "I Got Rhythm" on the drums, was second. . . . For the first time a standingroom-only sign was hung outside the OHS auditorium when the second performance of "Trib-

ute to Romberg" was given by the Varsity Choir.

Or, to pass on the news of former buddies now in the service, this:

Don Loudon was recalled to active duty. Fritz Grant is stationed on the USS *Peterson*, now in drydock in Boston. Hello to John Buck from Clarence Tiffany, who is trying hard to become familiar with Camp McCoy, Wisconsin. Harold Anderson has been writing for the *Stars and Stripes* in his spare time from giving and receiving radio messages in Korea . . . Carl Walling writes often from Korea. We like your letters, Carl. . . .

There are excellent outgrowths of this project. Our local chapter of the Junior Red Cross made and mailed a box of Valentine cookies to each recipient of the "Newsletter." The letters of appreciation and personal news from the service men make interesting exhibits from time to time. Parents stop teachers to let them know of a change of address or to introduce themselves and tell how much they appreciate the boost the letters give to the morale of the boys. And the word gets around that the student council is wide awake and working in the interest of all OHSans.

The "Newsletter" is work. But when the mail brings such comments as the following, the council believes it's worth every bit of it.

Dear Editor:

I would like to express my deep appreciation for the "Newsletter." It came as a surprise to me and now I look forward to it.

I have always tried to explain to my wife the closeness of the students both graduated and still going to school, and your grand "Newsletter" arrived just in time to prove my point.

Your news is the type we servicemen want to hear from home. Our parents keep us somewhat informed of local happenings, but you people (or students; is there a diff?) really let us know all. Keep it coming—we love you for it.

Yours truly,  
Sprec.

♦

. . . teachers often teach much better than the theories they verbalize would lead one to expect.—V. C. COULTER in *School and Society*.

# SCIENCE NEED:

## a Broader Base in Elementary Grades

By

MILLARD HARMON

SCIENCE IS ONE subject that has undergone a great deal of change during a relatively short number of years. English, arithmetic, social studies, all of our traditional subjects in both elementary and secondary education, have undergone a change in their presentation as we have passed through an educational era that eulogized faculty psychology.

Most of the traditional subjects survived this era with very little change in their subject matters; not so with science. To quote Mr. Robert Carleton,<sup>1</sup> speaker at a recent educational meeting in Boston, "There has been little parallel in the history of curriculum development that has shown such great progress in the relatively short span of a decade as that of science education."

This has been an obvious necessity. During the past ten years we have passed through a period of war unprecedented in the history of man—a history punctuated with the continual strife of man against man, and nation against nation. We came through this war victoriously as a result, to a great measure, of our technological development. This has, of necessity, made its mark on our country, to the extent that we are now in what many writers refer to as a "Technological Age." This is an accepted fact, as witnessed by atom bombs, proximity fuses, the supersonic speeds of jet aircraft, etc.

School systems are alert to such changes and, to a measure, reflect them in their curriculum development. Let us take a

broad look at the science education given to our children throughout their elementary-, junior-high-, and high-school experience.

The elementary experience our children gain will vary from one locality to another. It is fortunate when this phase of the science program is handled well, for it is in our elementary schools that the child is most pliable, and has fewest inhibitions. At this stage of development the pupil is most receptive to the joint learning of pupil and teacher in a field in which few elementary teachers have had formal training. This is not the case in the majority of our schools and, where it does happen, there often is little integration with the junior-high-school program.

The general-science program in the junior high school serves in many cases the same function that it did ten years ago. We often find pupils studying the mechanics of simple machines, levers, or the density of air. These concepts found their place in the junior high school many years ago, and, for lack of over-all curriculum development, have remained at this level. Granted, this teaching was absolutely necessary years ago when little science teaching was done in the lower grades. But as the elementary teacher becomes more aware of the place of science in the complicated world of today and so allots additional time to science, there might well be room for a change in the junior-high curriculum.

High-school science is specialized, and usually given only to the few who elect it. This means that there is generally an inter-

<sup>1</sup> Executive Secretary, National Science Teachers Association.

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 EDITOR'S NOTE

*If junior-high-school and senior-high-school science courses are to keep up with the demands that are being made upon them, and with their potentialities, more science must be taught in the elementary grades. So says Mr. Harmon, who explains why this is necessary for a more effective public-school science program. He is currently on leave of absence from the Newton, Mass., Public Schools and is serving with the Department of the Army in Europe.*

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est in the subject before the teacher starts, and this can be of great help. These children have often been introduced to science by earlier teaching or through home guidance and are well along toward a scientific understanding that the high-school teacher may mold into a lifelong interest or vocation.

Now, let us consider these three phases of science teaching in the light of fulfilling two major objectives: (1) to prepare every child with the knowledge necessary to live at ease in a "Technological Age," and (2) to interest a large enough part of our youth in science as a vocation to insure our always having sufficient engineers, chemists, physicists, etc., to continue technological development.

We may be on the verge of failing in both of these missions. Just last week an official of one of the largest industries in the country stated that he had a dire need of fifty technicians in one locality alone. This is becoming more and more apparent in most of our large industries today. On the other hand, we have little indication as to how well we are preparing children to live in the twentieth century. We find society today plagued with eight million mental cases, not a healthy indication of our ability to fulfill our first objective. A more functional understanding of the complexities of existence in modern society

might well alleviate this unpleasant condition.

How can we do a better job? Spending time in developing "the scientific attitude" in the child is not the sole answer. Children already display intellectual curiosity when they come to us. Curiosity and interest in the unknown are inherent in them. Scientific attitudes may be taught just as well in reading, arithmetic, or other skill subjects. But we who are interested in science have a particular job in helping these children satisfy their curiosity. Even though we know little or nothing about the things they ask, we can, provided we are willing to admit to ourselves a lack of knowledge, learn together with the children.

Industry, through the very nature of its existence, is unable to operate twenty years behind theory, as education often does. Even now industry is making changes—major changes—in its thinking about industrially-produced teaching aids. Not long ago, industries wanting to help science education produced material only for the eleventh and twelfth grades. These industries have come to realize that if they want children in general to know something about the operation of vacuum-cleaners, fluorescent lighting, the processing of milk, the many uses of steel or trucks, they must do more than work with the specialized science courses in high schools, which have a limited per cent of total school enrolment. Many industries are now preparing science material for grades four through eight, where it will reach one hundred per cent of the grade enrolment, and where there is also, as yet, no drop-out problem.

Many school systems are beginning to realize the necessity of a more directive science program in the lower grades, and are spending valuable time and money in the development of science guides. Children are quite capable of handling the basic understanding of the molecular



theory of matter before entering junior high school. Knowing something about molecules makes expansion and contraction an easy next step. They should know something about magnetism. The toys of today demonstrate all sorts of scientific principles that can well be understood by children. One of our great weaknesses is our lack of realizing the extent of the child's interest and ability to understand. We live in a world of television which has changed, almost overnight, the horizons of our own living rooms.

We must do more than make our elementary-science program more directive, for if we stop here, our progress is lost. We must incorporate into our change the science program through junior high and on through high school. By handling more science at the lower level, there will be

more room in the upper grades to follow individual studies and interests, as well as recent advancements.

If we followed through on this change that industry, as well as some schools, already has embarked upon, we would come closer to accomplishing our two objectives. We would be giving these children an understanding of their world at that time when they are most impressionable. This in itself would result in the kind of interest that would guarantee us a full portion of scientific vocationalists.

Science has come a long way during the last few decades. All indications point to the fact that there will be even more progress than we ever dreamed of in the decades ahead. We must start our curriculum improvement now to be able to absorb this progress in the future.



## Social Studies: "If You Know What I Mean"

Teaching social studies, as teachers of the social studies will readily admit, is a hard job. Two reasons are prominent. The first is inherent in the subject matter social studies must deal with—man and everything that man has ever done, thought, or felt upon this earth.

Man is an obstreperous subject to treat of. You can't pin him down into the nice categories that our friends who teach the exact sciences may posit. You can't measure man in litres, kilograms, and cubic centimeters—that is, the whole of man, though you may do this for his physical and chemical content. You cannot easily formulate exact rules of conduct for him and write "Q.E.D." after those rules, because he simply won't abide by your regulations.

The second big obstacle the social-studies teacher must face, must overcome, is the difficulty of defining the terms in which he deals. When his colleagues in physics or chemistry or mathematics say "specific gravity" or "mercury displacement" or " $\pi$  times the radius squared," they know exactly what they mean and they mean the same thing whether they are Russians or Americans. But the terms "totalitarian state," "monopoly," "social security" carry quite

a different connotation to the Communist and to the democrat.

The late great Carl Becker of Cornell University put the matter as succinctly as anyone, when he said that in speaking of the terms with which history must deal, the most we can say is "This is so, if you know what I mean." To which there is only one answer: "Yes, I know what you mean, if you mean what I think you mean."

What has all this to do with teaching local history? Simply this, that in the small local community the teacher and his pupils find the nearest thing to a laboratory in the social studies they will ever find. Here they approach as near controlled conditions as they will ever achieve. In the small, local community they can see the institutions of our complex modern society originate, can trace their growth, can chart the laws of their development. A word of caution might be inserted parenthetically here, for the parallelism for the local and larger community can perhaps be overdone, but it is on the whole strikingly operative.—MARY E. CUNNINGHAM and RALPH A. BROWN in *The Social Studies*.

# That They May Know Why:

McKinley High faculty worked out a philosophy that can be publicized to students and patrons

By  
CHARLES E. BISH

I PARKED MY car in my regular space a little later than usual. The long corridor (the corridors in large high schools built twenty years ago in downtown city areas are always long) was already filled with students opening and closing their lockers and catching up on teen-age news.

Two boys, John and Guy, seemed a little extra serious as they talked, backs against the wall by the drinking fountain.

I said, "Hello, how're you doing," rather automatically. Perhaps that's why, when I got the reply from John, "Only fair; we're having a big argument," I was brought up a little short. It wasn't the expected answer. His tone gave his reply extra meaning.

Both of these boys I knew only as good kids—not "stars" in anything, but "solid" in the meaningful vernacular of their high-school friends.

I meant to stop and chat, but I didn't. I was busy. Every school principal is busy from eight-thirty until at least four or four-thirty in the afternoon—too busy with routine things, I think. It becomes a fixation, a pattern of hurry that is closely aligned with an urge to appear important. Not that you want it this way, but in the atmosphere of a large urban high school with so many clocks, bells, bulletins, public-address system announcements, etc., it creeps up on you, and you get this way.

Well, it wasn't long until lunch—three hours seemed like so many minutes—and I ran across John and Guy in the lunchroom.

"How's the argument coming along?" I asked, but rather impersonally.

"We're agreed," said Guy (I interjected with "Good!")—but he broke in with, "—that going to school is getting pretty hard to take."

A little injured, I laughed this one off; just that, and nothing more. In a few minutes I came back to the empty chair across the table from the boys whose remarks now had slowed me down.

"What goes," I said, "or didn't I get you right? What's hard to take?"

I was pleased with the sound of my own voice, for I had not expressed my real feelings. These were good students. At least they were making good grades in the subjects they had chosen and they had chosen subjects which together made up a good solid course, one that would admit them, with satisfactory grades, to almost any college. Furthermore, they must have read at least one of the morning papers, or through the student grapevine they must have learned of their school's basketball victory the night before. I thought morale was good. I had been telling myself it ought to be.

"Well," said John, "this is how it is. You do assignments, you take a test, you get a credit. When you get enough of them, you'll get a diploma, then you'll get a job, or go to college, or in the Army."

And Guy added, "The teacher tells you, you tell him back what he tells you, then he tells you whether you told him what he told you, and so it goes."

"But—" I began, for I was about to straighten out this phony reasoning.

John came in with, "I've learned how to go to school. It's an art all its own. The

kids who've learned how get good grades; the others don't."

"Take it easy," I said. "You've got us wrong around here."

"Okay," said John, "but that's the way we see it, and if that's the way it is, we'll take it; but it sure bores a lot of us—most of the time. Good grades don't make it any easier; they just keep you taking it."

Just then the bell rang, ending the lunch hour, and everyone was hurrying off to class. As John was leaving he said to me, "Let's get together again; thanks for everything." I wondered what for—certainly nothing except that I had listened.

The kid was sincere, he appreciated my stopping by; but just the same he had the air of a half-back going off the field after scoring a touchdown.

I returned to my office. I had planned to get back to work on a list of "must" items. There were three phone calls, two bills to approve for payment, some correspondence and leave requests for the custodial force to sign. But here I stopped. John and Guy had stopped me.

Almost without thinking I sent for the three top officers of the student council and two club presidents—all top brass in the student body. I asked them a dozen questions. I wanted to know if they understood why the school offered a great variety of electives and insisted on a limited number of required courses; if they felt that what they were learning was personally interesting and closely aligned with the problems they were dealing with now; if they believed that what they were doing in school would better fit them to do what they wanted to do when they finished high school; and if within their courses, their tasks and assignments made sense to them—did they seem worthwhile now?—and whether they were really involved in what they were doing rather than just going through the exercises.

And I got frank answers that were a little better, from my point of view, than those of John and Guy, but not good

enough. There was room in what seemed to me to be a good school for a clearer understanding of the school's philosophy by the students, and perhaps by others.

I related my experience to a group of teachers. "We're taking too much for granted," I suggested. A lengthy discussion followed. We tried to analyze the attitudes that had been brought to light. There was agreement that they existed, disagreement as to why they were present, and no agreement on the extent to which they existed. It was finally agreed that a little selling was needed and that a statement of philosophy should be prepared which would enable all teachers to help youngsters, including John and Guy, to think through their problems and at the same time help the staff to understand more clearly how the students felt and what they thought about their school work.

I was about to appoint a committee, but the group, veterans all, quickly voted that I prepare a first draft. I did. Copies were submitted to all, and they completely revised the statement, with the comment that they had preserved the meaning but had made it much more practical for teacher-pupil discussion.

A representative of the group submitted

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#### EDITOR'S NOTE

*A talk with two bored and blasé students made Mr. Bish realize that he and the faculty had been taking their educational ideals too much for granted. Soon teachers and principal were at work preparing a statement of their philosophy of education. The philosophy wasn't intended to be just for the faculty's benefit, but was to be publicized in various ways both to students and to parents, so that all concerned would have an opportunity to know why the school is there, and what it is trying to do. Mr. Bish is principal of McKinley High School, Washington, D. C.*

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the revised philosophy to the entire faculty, along with an account of what had occurred. Suggestions were made for further revision. A copy was also submitted to the executive committee of the Parent-Teacher Association, and their suggestions were included in the final draft.

The following statement of philosophy is the result of suggestions from students, faculty, and parents:

The total educational environment of McKinley High School is determined by the student body and the community which it serves. The challenge is to provide appropriate general education for all and special training for individual needs, interests, and abilities.

The ultimate goals sought for are: to be good citizens in a free society; to be good neighbors in a healthful and democratic community; to be good home-members in a family, self-disciplined and self-reliant. These goals can be reached only where their worth is held important to happiness and personal dignity.

The immediate demands which must be met are: to acquire preparation for further education and to learn skills of immediate use in a vocation or an appealing avocation.

At McKinley High School, education means more than teaching young adults what they do not know; it means encouraging them to engage in a variety of activities, to participate in a social process which often requires adjustment. This adjustment may at times be difficult, but in cooperation with teachers whose direction is characterized by kindness, observation, warning, precept, praise and example, it may be accomplished.

Education is like a tree: it has branches to serve the many different needs of many youths; it has a trunk of common learnings to serve those purposes common to all of us as citizens; it depends for support upon roots which comprise proven moral principles of man's belief in God. Education is learning to live at one's best.

Indeed, education is not a possession, but a process of continuous social growth which begins in the cradle and continues throughout life. The school years intensify and accelerate the process of education.

Education Week was only ten days away. A special committee of three faculty members was appointed to suggest a working procedure. In accordance with ideas expressed in the general discussion of the

faculty meeting, the program agreed upon was to give every student a chance to (1) discuss the philosophy with other students in his homeroom (Monday and Tuesday); (2) discuss it with other students in at least one class (Wednesday and Friday); (3) hear an interpretation by an adult other than a teacher (Thursday morning); and (4) in some way bring the philosophy to the attention of their parents (Parent-Teacher meeting Friday evening).

Each homeroom teacher was asked to plan his discussion procedure for the first day (Monday) of Education Week. Classroom teachers continued the discussion. The assembly committee asked a local college president to speak on the philosophy. The executive committee of the Parent-Teacher Association included the "statement" in their Education Week program.

The results are, of course, subjective. I asked a group of the faculty, including our two counselors, to evaluate our program. Their report is as follows:

1. Some homeroom teachers indicate that they need more practice in handling this type of discussion.
2. The classroom discussions were a little more stimulating than the homeroom discussions, perhaps because the pupils had had a warm-up period in their homerooms and had heard the assembly speaker.
3. The assembly speaker was very well received.
4. The PTA meeting was the surprise of the week. The pupils had taken the philosophy to their dinner tables. Parents became interested and a good many new members were there to hear what this was all about.

It had been suggested that we make a survey to determine student reactions. A few days ago I was walking along the same corridor where I had first encountered John and Guy. There they were, backs against the wall by the drinking fountain. I said, "Hello. How're you doing?"

John said, "Okay. We were just saying that that business about what education is like was pretty good, but I had a bad time explaining it to my Dad," and Guy added, "I wonder whose idea that was anyway?"

# BUTTERFLIES IN HIS STOMACH

By  
ROBERT MARSHALL

JACK FINISHED tying his shoe and straightened up. Around him the other players were putting on the blue and gold of Central. No one was talking; everyone was dead serious. There was no horseplay or goodnatured kidding. It didn't seem quite right. In a few minutes they were going out to play a game they all loved. Jack could feel the good spring in his legs, the hard, clean contact and intense competition. It was a good feeling. But the atmosphere was all wrong.

The noise of the big crowd in the gym rose and fell as the fortunes of the B game shifted from Central to Newport and back again. The crowd wasn't really that excited about this game, but couldn't bottle up their intense feelings about the next one.

Jack stared at the locker across the room and relived the morning of this long day. School had been a farce. Half the morning had been spent in a huge pep rally. All day, all week, in fact, all he had heard was "Beat Newport," and "We've gotta win this one," and "Eat, sleep, and think basketball." This last from the coach. The halls were plastered with posters and basketball had pushed all other conversation right out the front door.

In assembly even the principal had talked about the honor of Central, and how traditional this game was, and how the team could gain immortality at Central High by winning. An endless stream of students, teachers, and coaches had worn him out with their yapping about win, win, win. Even he, as captain for the game, had mumbled his few confused words. He

wondered if everyone was nuts about basketball or just nuts about winning.

By noon he was—as his kid brother would put it—"bushed." At 3 o'clock the squad had been excused to go home and get a couple of hours' rest. Rest? A guy had about as much chance of resting as he did of growing another 2 inches before game time. All afternoon the pounding in his head taunted, "Beat Newport. Win! Win! Win!"

Jack's mind slipped back to last year and the year before. He had played with the frosh and the B team and had himself a time. Sometimes they won and sometimes they lost. But every time there was laughter in the dressing room, both before and after the game. He couldn't even remember how many they won, or whether or not they beat Newport. But every game had been an event he awaited with eager anticipation. You played for the pure thrill of playing and were surprised how much you learned in the process.

Now he was on the varsity, and sometimes

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## EDITOR'S NOTE

*The Central High basketball team had been on a winning streak—and now the pressure was on to beat Newport. "Eat, sleep, and think basketball." That's what the coach hammered into them. "Win! Win! Win!" That's what everybody demanded. And what Mr. Marshall wants to know is, "This couldn't happen in your school . . . could it?" He teaches in Diamond Valley Rural High School, Burdick, Kan.*

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even referred to as the star. He got more coaching, more publicity, and even a few favors for which he didn't ask. But fun? Somewhere along the line the game had lost its savor. Riding a long winning streak, everyone was tight and jumpy. Jack wondered what it would be like if they lost. What would the coach say? And his folks? And the crowd?

Maybe this diet of winning wasn't so good after all. Jack was appalled to find himself almost wishing they would lose once in awhile. Maybe it would remove some of the pressure. But not tonight, of course. This was the one they had to win. Everyone said so.

Jack glanced around at the other players. Most of them were just sitting out the last few tense minutes before they could get on the court and warm up. He bet they all had sweaty palms and butterflies in the stomach. He did. They were all thinking basketball—Red and Jim and Tony, and all the rest.

Take Tony, for instance. How could he think basketball all the time when he had to think about how he was going to be sure that his mother and the smaller kids had something to eat, and something to wear, and a little fuel? To him basketball should be a couple of hours each day when he could relax, and forget the responsibility on his slight brown shoulders, and really have fun. The rest of the time, Jack knew,

he worked and tried to keep his head above water in school. He didn't look as though he was having fun now, with his forehead resting in his hands and his feet scuffling nervously on the floor. To Jack, Tony didn't fit at all into a picture which was captioned, "Win! Win! Win!" But there he was.

Jack was jarred back to reality as the dressing-room door popped open. The student manager stuck his head in and said that the B game was about over. Jack suddenly realized that he was still holding one shoe in his hand. Quickly, he finished dressing and put on his warmup.

The squawk of the buzzer announced that the B game was over. The stir of the crowd seeped into the dressing room. When the varsity took the floor, they would literally uncap the gym. Tonight, all this left Jack strangely unmoved. He was watching Tony's lips work and wondered if he was saying, "We've gotta win." Jack wished someone would laugh or wisecrack and break the tension. Nobody did.

The coach opened the door and stepped in. All he said was, "You all know we've gotta win this one. Let's go."

As each player slipped past him, he slapped a satin-clad shoulder and said, "Let's go get 'em."

Jack was the last man out, and he couldn't help replying, half-heartedly, "Yeah, let's go get 'em."



## Camp Counseling: Good Training for Guidance Workers

The camp counselor lives with a group of campers 24 hours a day. The school counselor may talk to a student three or four times a year, and in a few situations may also have the student in class for 40 minutes a day. Which has the better opportunity to gain a real understanding of what makes boys and girls act as they do?

Many things are expected of the school counselor or guidance worker. Besides possessing technical skills in testing, interviewing, and providing occupational and educational information, he must have a good personality, and he must know and use democratic procedures. But all of these qualifica-

tions are of no importance unless the counselor understands children individually and in groups.

Improvement has been made in training workers for the difficult job of counseling. However, one field which might contribute to this training has been overlooked by most educators. That is the field of summer camping.

Organized summer camping offers an unexcelled laboratory for the study and understanding of individuals and how they react in groups. The camp counselor has a chance to get a concentrated course in human relations.—LAWRENCE B. KENYON in *Occupations*.

# SO HE DOESN'T LIKE HIS TEACHER

By HENRY J. ADAMS

DEAR MR. PRINCIPAL:

I wish to inform you that Billy does not like Miss Tucker. Please take this up with her immediately. However, don't tell her who complained so she won't take it out on Billy.

Yours truly,  
Mrs. Mary Brown

DEAR MRS. BROWN:

We know that most parents want their children to have the best possible preparation for life. To this extent you and the school are of one mind. You also recognize that we at school have a large share of this task entrusted to us and you are willing and anxious to help. In spite of this sincere desire, you unwittingly handicap our work tremendously by one particular attitude which you build into your child's consciousness.

This psychological misdirection takes place very often as early as the first few days of school. As the family is gathered around the supper table, you say to your first grader, "Well, how do you like your teacher?" By mentioning this first and with emphasis and repeating it intermittently in one form or another, you encourage your son or daughter to develop the concept that one of the most important things about school is whether *he* likes the teacher.

As a matter of actual fact, his liking or disliking his teacher should be near the bottom of the list of important matters to be considered. The parent who starts with the "do you like your teacher" approach soon takes the position that "Billy is not doing well because he doesn't like his teacher." From this develops the idea in

the child's mind that *dislike* for a situation is a justification for discontinuing the activity, *i.e.*, for giving up and quitting. Thus you lead your child to become what the psychologists call an "escapist."

This attitude is responsible for a great many of the difficulties which the student finds as he goes along through school. It also causes untold misery in general adult life. If "dislike" is to be the justification for giving up and quitting, what about mothers and housework, hundreds of workers in jobs they don't like, getting on with difficult neighbors, or many other human situations? If one waits for a situation which he "likes" to come along before he begins to live, he might as well die on the spot.

Your child will be well prepared for life only if you at home and we at school teach him to expect to meet many kinds of people in his experiences as he goes along. Some of these he will certainly be tempted to dislike. Many of these latter will be located in spots where they will exercise tremendous influence on his welfare. We must teach him to forget about whether he likes them or not and learn to get on with them. Even better, we must encourage him to like every-

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## EDITOR'S NOTE

*Teachers are not required by law to be likeable, lovable characters—and perhaps it's just as well. Anyway, Mr. Adams is here to explain to an irate parent why it isn't very important whether Billy likes his teacher, but much more important for him to learn to get along with her. The author is principal of Ellsworth Memorial High School, East Windsor Hill, Conn.*

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one and practice working together with all the various types of people.

As a matter of fact, the really important question is not whether the child likes his teacher—but does the teacher like him? Vocational, social, educational or marital success all depend on somebody's liking us, not on our liking him. Prospective employers or the college-admission authorities do not ask whether the candidate for the job or the college liked his teacher. These key people want to know what his teachers, the people who knew him best, think of him.

Parents will help to develop their children into adults with well-integrated personalities by dropping entirely the emphasis on "Do you like your teacher?" Instead, they will take every opportunity—through report cards and personal contacts—to encourage the teacher, as an objective observer free from emotional inhibitions and attachments, to evaluate the personality weaknesses of the child. The parents will then approach the child, when discussing school, with the intention of insisting that he work to be the kind of a person that the teacher wants him to be.

This point of view that has been expressed thus far in this letter does not mean that we do not want our pupils to like their teachers or that we don't appreciate the importance of this factor as a motivating force. Also, it does not mean that we think our teachers are perfect and have personali-

ties which cannot be improved by proper help and guidance.

However, again we say that we think it is a very bad thing for Billy to have so much importance attached to whether he likes his teacher. For these reasons, we are suggesting that you work with Billy to find out the reasons why he thinks he doesn't like his teacher. We predict that you will find that many of them are due to her attempts to get Billy to adjust his own conduct in ways which will make him the kind of person that will be admired and respected by his fellows. If you discover this to be true, will it not be for the best interest of Billy for you to lend your support to the efforts of the teacher, so that together you may get quicker and more satisfactory results? This will eliminate the undesirable effects of a situation where you and the teacher are pulling Billy in opposite directions.

Finally, let it be noted that our teachers are in general above the average population in kindness and understanding and patience. If a boy can't learn to get on successfully with them, he will, generally speaking, have a hard time of it in adult life.

Please keep in touch with me on this matter and be assured of our desire to do whatever all of us working together find to be for the best interests of making Billy a successful member of today's society.

Sincerely yours,  
John Q. Principal



### *Interchange of Informal Material*

In view of the high costs of publication, teaching groups which have not already set up printed journals and bulletins should consider alternative (or at least supplementary) methods of intercommunication of information and opinion. With such supplementation, monthly journals might operate as quarterlies, or quarterly publications might appear as annuals. By informal materials for interchange is meant mimeographed memoranda, monographs, project reports, subject-field units, bibliographies,

proposals, *et cetera*. One member or central office might act as a clearing house. I have used this device with some success with college teachers of children's literature, a relatively small and unorganized group without official publications. It may be taken for granted that there are and will always be many small teaching groups which can profit from the exchange of information without being able to finance formal publications.—ELIZABETH PILANT in *School and Society*.

## Events & Opinion

Edited by THE STAFF

**INFLATION:** *The People Versus Inflation* is a 36-page resource unit for high school teachers issued by the Office of Price Stabilization. The pamphlet is not restricted to price stabilization, but deals with the entire problem of inflation and means of counteracting it. Numerous educational organizations, school systems, and educational experts cooperated in the planning of the publication. Copies may be obtained free from the Office of Public Information, Office of Price Stabilization, Washington 25, D.C.

**DOWN THEY GO:** During a football game between high schools of Natchez and Monroe, Miss., reports the United Press, the girls of the Monroe high school's "pep squad" got so keyed up that, so help us, 165 of them fainted dead away within a period of a few minutes. First a girls fainted, according to accounts, and as the mass hysteria progressed the girls fainted several at a time until the impressive total of 165 was reached. Ambulances and "scores of private cars" were required to get them to a hospital.

On the one hand you might say it's too bad that students don't show as much interest and excitement over their lessons as they do at a football game. But on the other hand few teachers would want their classrooms full of stretcher bearers after a tense moment in the solution of a geometry problem or the diagramming of a sentence.

**HUMANITIES FELLOWSHIPS:** Teachers in the public high schools of 16 states are eligible to apply for fellowships for graduate work in the humanities offered by the John Hay Whitney Foundation. The 20 successful applicants will attend Columbia or Yale Universities during the 1953-54 school year with full salary, tuition, and transportation paid by the Foundation. The states from which the teachers will be drawn are: Me., N.H., Vt., Ala., Ark., Fla., La., Miss., Ill., Ind., Ia., Mo., Idaho, Mont., Utah, and Wyo.

Each teacher accepted is granted a year's leave by his school system and agrees to return following his year of study. An applicant must be nominated by his local superintendent or other official who "is in a position to help him plan a proposed program of graduate studies and utilize his new experience when he returns to high-school teaching."

The 20 John Hay Fellows who were selected in May 1952 and are studying at Columbia and Yale the present school year are from a different group

of states than those mentioned here, and were chosen from the fields of English, social studies, Latin, French, and the fine arts. Those selected for the second year of the program may be in any high-school teaching field, "providing each individual making application has demonstrated a broad interest in the humanistic tradition of mankind as expressed in literature, languages, art, and history." Other qualifications are that an applicant must be teaching on the senior-high-school level; must have a minimum of 5 years of teaching experience, of which the past 2 years must have been in his present school system; must be between 30 and 45 years old and have at least a bachelor's degree.

"We are eager to locate people now teaching who will become the future leaders in secondary-school work," states Dr. Harry J. Carman, chairman of the Foundation's Division of Humanities. "By making the total resources of two major universities available to experienced teachers from representative schools in different parts of the country, we hope further to enrich the insights and general background of these teachers and through them to broaden and deepen the humanistic tradition in the high school."

December 15, 1952 is the deadline for applications for study during the 1953-54 academic year. Inquiries from teachers and administrators should be sent to the Division of Humanities, John Hay Whitney Foundation, 30 Rockefeller Plaza, New York 20, N.Y.

**ADULT ED. CONTROVERSY:** The adult-education program of California's public schools is being investigated and attacked by a State Senate committee, says Jack Foisie in the *New York Herald Tribune*. In the 1951-52 school year, almost 1,000,000 persons attended 20,440 classes for adults in the public schools, at a cost to California of \$8,500,000.

Although the investigation is now in progress, the committee has already taken the position that 55% of the adult curriculum is composed of "frill" subjects and another 20% is listed as of "questionable" educational value. The committee contends that adults should pay fees, ranging up to \$12, for courses. The "frill" courses, in which 55.6% of adult students were enrolled, are alleged to include almost all art courses; all craft and hobby courses; and drama, music, creative writing, physical-education, and most home-economics courses.

Very different figures and conclusions have been

offered by George C. Mann, chief administrator of the state program. Mr. Mann says that 60% of adult enrolment is in such essentials as the "general academic field" and vocations, and in citizenship and elementary subjects for the foreign born. The California Congress of Parents and Teachers is among the groups which have testified that the courses labelled "frills" by the committee are useful to persons in their jobs or homemaking tasks; and that the courses termed "questionable" have cultural value.

**WHERE TO STUDY IT:** A revised edition of *School Information Sources for Educational and Vocational Counselors* has been issued by Russell J. Fornwalt, vocational counselor of the Big Brother Movement, 207 Fourth Ave., New York 3, N.Y. This 8-page, mimeographed bulletin contains an annotated list of pamphlets and books that list schools or colleges which offer education in special fields. For instance, the first entry tells where to obtain a free list of colleges that offer programs of study in aeronautical engineering, aeronautical administration, and aviation service. The final entry concerns a free list of approved schools for X-ray technicians. Seven free school information services also are explained. Copies of this bulletin may be obtained from Mr. Fornwalt for 35 cents.

**THE ROD:** In a booklet on punishment issued by the County Council for London teachers, they were advised not to cane or birch a pupil too often, says an Associated Press dispatch. Apparently some British teachers have been showing too much enthusiasm for some phases of their work.

**UNION:** New York City teachers who are inclined to join a union can now shop around among three teachers' unions that are competing for their membership. Newest teachers' union is the CIO's entry, Local 378, which the New York Post says was organized in October with a membership of "several hundred" teachers. The AFL has its teachers' union in the city also. And then there is the Teachers Union, a former AFL affiliate which has been continued as an independent union since its charter was revoked by the AFL several years ago.

**BOOKS OF 1951:** Among 570 books, pamphlets, monographs, and reports in education published in 1951, 54, or about 9.6%, were judged to be outstanding by a group of about 300 educators. The selection was made under the direction of the Education Department at the Enoch Pratt Free Library in Baltimore.

The list of these "Outstanding Educational Books of 1951," giving all information necessary for purchasing and containing brief descriptions of the

books, is available for 5 cents from the Publication Department of the Enoch Pratt Free Library, Baltimore 1, Md.

**UNESCO POLICY:** Recent attacks on the United Nations and Unesco, which include charges that the U. S. National Commission for Unesco is engaged in supporting concepts of "one world government" and "one world citizenship" have no basis in fact, the Commission declared at its recent meeting in Washington, D.C. A resolution adopted at the meeting states in part:

"This Commission reaffirms support of its program for the education of peoples to live as citizens of sovereign states in a community of all mankind, preserving the values of diverse cultures and the rights and responsibilities of national citizenship."

**NONSECTARIAN PRAYER:** The recommendation of the Board of Regents of New York State that the state's public schools start each day with a prayer has "met with only limited success," says Leonard Buder in the New York Times. The text of a nonsectarian prayer of 22 words was offered by the Board when its recommendation was made in December 1951. But only about 10% of the state's school districts have taken steps to carry out the recommendation, according to an estimate of a State Education Department official.

Many superintendents and board of education members consider the prayer a "hot potato," and have "steered clear of the issue." The opposition, says Mr. Buder, stems from fears that the prayer might open the door to future attempts to break the constitutional principle upholding separation of church and state.

**PARENTS' OPINIONS:** More than 90% of the parents of public-school children in Camden, N.J., don't want their children to have a schooling that involves the equipment, discipline, curriculum, or method of "The Good Old Days." And more than 90% of these parents want their children to have the kind of modern curricular experiences which are termed "Fads and Frills" education by certain groups. So concludes Howard V. Brown, of the Camden Public Schools' Bureau of Research, on the basis of a broad and inclusive inventory of opinion on school conditions and practices, sent to the 2,739 homes of all 6th-, 9th-, and 11th-grade pupils, and answered by 2,002 parents (73%).

The inventory covered some 18 different areas in specific detail—from curriculum to discipline, from teaching methods to cleanliness of school buildings. The results, published as a 53-page mimeographed book, *Inventory of Parent Opinion of Camden City Schools*, will be used as a guide for the school system's public-relations program.





## Book Reviews



ROBERT G. FISK and EARL R. GABLER, *Review Editors*

*Your Opportunity 1952-1953*—An Annual Catalog of Grants, Fellowships, Scholarships, Opportunities, Awards, Prizes, Loan Funds, Competitions, edited and published by THEODORE S. JONES. Milton 87, Mass.: Theodore S. Jones, 1952. 222 pages, 8½ x 11 inches, paperbound \$3.16, clothbound \$3.96.

This unique volume deserves fully to be of more than passing interest to guidance counselors and parents of the gifted-though-financially-handicapped; it is, in fact, of major importance and usefulness, and it should prove increasingly so if the avowed intention of the author to bring out revised and enlarged editions in early September of each year is carried through.

The tremendously ambitious scope of *Your Opportunity* leaves the author unduly open to that easiest of criticisms, namely, omission. Although the present edition is the result of six years of preparation, and although in the small print of a "Letter

to Parents" Mr. Jones states that his compilation intentionally "... concentrates on ... the thousands of ... opportunities offered by individuals, foundations, clubs, etc. ... not usually listed in any college catalogue," still he does omit such an important item as the more than 120 scholarships awarded this past summer by the American Field Service to American high-school students selected by nation-wide competition to spend ten weeks in the homes of carefully-selected European families.

It is a little hard to understand why scholarships offered by the P. T. A. of Massachusetts to would-be elementary-school teachers are mentioned, but not the Jenkins Memorial Scholarship of the P. T. A. of New York State; or why the summer program of the New York State Teachers College at Geneseo should be mentioned, but none of the similar opportunities afforded by the ten other teachers colleges of that State. The fact, however, that readers are thus prompted to speak of omissions which occur to them is an indication of both the present and

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potential strength of *Your Opportunity*. That Mr. Jones himself is fully aware that such unwitting omissions have been made is evidenced by his astute offering in his "Message from the Publisher" of "... forty (40) prizes of \$5 each for the forty (40) best ideas and suggestions submitted" for *Your Opportunity's* improvement.

The great wealth of material that is already gathered into this volume's cross-indexed, two-column pages can merely be suggested by referring here to such random items as the three pithy paragraphs which define the educational provisions of the 1952 G. I. Bill for veterans of the Korean War; the concise and readable summary of the terms of the Fulbright Fellowships; the number of loan funds listed; the twenty one-year scholarships of \$200-\$1,000 offered annually by the Masaryk Institute, Inc., "... to students and scholars of Czechoslovak descent and to other students and scholars who have proven their adherence to ideals of Thomas G. Masaryk and to principles of American democracy"; the 48 "Second-chance Scholarships" granted each year by the Majestic Radio and Television Corporation to worthy men and women over thirty-five who because of circumstances were deprived of their first educational opportunities"; the several expense-paid summer work camps in foreign countries; and the veritable treasure-chest of other items comprising the 110 sections of the

book, listed in a table of contents which, among other categories, covers the vocational field from "advertising" through "zoology."

Such a long-needed and capably-begun work deserves well of the people it is intended to help from secondary through graduate levels. Its importance to our democratic society and to the goals of our educational processes is potentially tremendous.

CARLOS DE ZAFRA, JR.  
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*The United States in Literature*, by ROBERT C. POOLEY, WALTER BLAIR, THEODORE HORNBERGER, and PAUL FARMER. Chicago: Scott, Foresman and Co., 1952. 736 pages, \$3.72.

*The United States in Literature* offers a fresh approach in content and an eye-appealing format that will help the high-school reader to develop a very real appreciation of his great heritage as portrayed through American literature.

Chronologically presented, the excellent selections in the first two sections trace the development of our country and its ideals, while those of the third section reflect America as seen in the lives and works of six representative literary men. The fourth brings the student to a clear understanding of the spirit of our nation as mirrored in its evolving types of literature.

The delightful choice of material, plus the cleverly attractive and differentiated illustrations, is designed to catch and hold student interest; at the same time, the excellent suggestions and variety of study aids extend comprehension and appreciation. Particularly valuable are the thought-provoking questions, and especially helpful are the many opportunities for student interpretation and personal reaction.

The unit introductions are well presented, and the over-all review of each unit has a new and intriguing appeal. An entirely adequate dictionary type of glossary adds to the completeness of the volume.

Throughout *The United States in Literature* the reader senses the vital, moving pageant of a free people; he comes to identify himself in the larger perspective of the whole. Familiar problems in many of the selections further help the student to find himself in the picture of American life; but the literary flavor and significance of the contents have in no way been minimized.

In this text the teacher will find ample resources to whet the most jaded teen-age appetite. It seems highly probable, too, that in *The United States in Literature* the teacher will find a wearing quality; that is, that each year he will feel a renewed up-

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*Improving Instruction Through Supervision*, by THOMAS H. BRIGGS and JOSEPH JUSTMAN (A revision of *Improving Instruction*). New York: The Macmillan Co., 1952. 523 pages, \$5.

This book, a revision of an earlier work by Dr. Briggs in 1938, is marked by some significant changes in content and emphasis which are in line with recent trends in the field of supervision and curriculum development.

Whereas the early edition gave little or no attention to techniques of group work in supervision *per se*, the revised edition devotes over fifty pages at various points throughout the book to principles and skills of the group process as indispensable aids to the supervisor who is attempting to work democratically.

Another phase of supervisory activity which receives a more comprehensive treatment is the area of community relationships. In fact, the chief difference between the present revision and the

first edition is in the increased stress upon the urgency for a broader base of planning, initiating, implementing, and evaluating programs of instructional improvement.

The book has many penetrating observations on the nature and functions of supervision. One wishes that the authors had illustrated supervisory activities with fresher examples than the many which are found in both the new and the early editions. For example, more creative and stimulating instances of teacher-research might have been furnished in the chapter, "Supervisory Experimentation."

The book could have been made more attractive by the use of some charts, pictures, or other pictorial devices, relieving the monotony of 523 pages of unbroken text. At times the style borders on the pedantic, with Latin quotations (and also translations).

However, Briggs and Justman have succeeded in bringing up to date *Improving Instruction*, and students of education will find the volume a thoughtful and comprehensive treatment, useable either as a basic text or a reference book.

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**Teaching Through Radio and Television**  
(Rev. Ed.), by WILLIAM B. LEVENSON and  
EDWARD STASHEFF. New York: Rinehart &  
Co., 1952. 560 pages, \$4.75.

It is a pleasure to find a book in a comparatively new field written by people with first-hand experience. The purpose of *Teaching Through Radio and Television* is two-fold: "the improvement of school broadcasting and the encouragement of more effective use of educational radio programs." To accomplish this end the editors, William B. Levenson and Edward Stasheff, have considered carefully their own experience and given definite examples of the contributions of broadcasting to teaching and to the techniques necessary as preparation and follow up in classroom use. They assume that "the capable teacher recognizes that she is dealing with a twenty-four hour, not a five-hour, child." They indicate that educators can be expected to feel some responsibility for children's appetite for programs outside of school as well as during class hours.

Their evaluation of educational broadcasting can be summarized in the list of statements made on pages 22 and 23 of the book, beginning: "Broadcasting (1) is timely; (2) conquers space; (3) can give pupils a sense of participation; (4) can be an emotional force in the creation of desirable attitudes; (5) can add authority; (6) can integrate the

learner's experiences; (7) can challenge dogmatic teaching; (8) can be used to develop discrimination; (9) can help in continuous curriculum revision; (10) can 'up-grade' teaching skills; (11) can interpret the schools to the community; (12) offers closer observation of individual children. (13) Sound is helpful in teaching; (14) Broadcasting offers a service to handicapped children; (15) Television can teach skills." In general the term "broadcasting" is used to cover both broadcasts and telecasts.

The authors list also the limitations of teaching by radio, the principal one being that it is not sufficient for a child to hear a lesson—he must be allowed to make some use of it.

A history of the development of broadcasting in schools should be of interest to educators who recognize radio and television as at least as great an influence upon student and adults as the newspaper. (As is usually the case with eastern writers, nothing concerning public schools west of the Mississippi is included, except on the Pacific coast.) An analysis of educational programs questions the use of straight talk, particularly on television, and a discussion of preparing an educational radio program should be helpful to those school systems or teachers that wish to experiment in this field.

Sample scripts, various illustrations of letters received from pupils after a broadcast, pictures of classrooms engaged in listening, the use of visuals along with the program—all of these are included.

Sample evaluation questionnaires and scoreboards for informational television shows are included in the book and look to be very usable. Broadcasting within a school building, recording of programs, use of recordings, special use of radio and recordings in therapy work, and sources of educational recordings which may be borrowed for class use are listed. All in all, the book contains a wealth of useful and excellent material for teachers and administrators.

MADELINE S. LONG  
Consultant in Radio-Television Education  
Minneapolis Public Schools  
Minneapolis, Minn.

**Studying Students—Guidance Methods of Individual Analysis**, by CLIFFORD P. FROELICH and JOHN G. DARLEY. Chicago: Science Research Associates, 1952. 411 pages, \$4.25.

*Studying Students* is a basic text in guidance procedures—particularly, procedures for secondary-school and college counseling and guidance. In it the authors approach guidance as a procedure of counseling a student only after information about the student has been obtained. They discuss the commonly accepted techniques (interviewing, testing,

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**Vitalized Assemblies—200 Programs for All Occasions**, by NELLIE ZETTA THOMPSON. New York: E. P. Dutton & Co., Inc., 1952. 160 pages, \$2.

This book takes the school assembly and places it as an integral part of the curriculum of the school. This idea is comparatively new, as the traditional assemblies are used in the main for administrative announcements and for programs presented by a faculty committee.

The contents of this small volume are excellently presented so that the reader will get an accurate view of the intent and purpose of the author.

This book has four major divisions, namely:

*Vitalizing the Assembly:* objectives of an assembly, administrative problems encountered, and duties of the director of the assembly.

*Planning the Year's Program:* various types of assembly programs outlined, sources of materials for these programs, and an evaluative means of screening programs for presentation.

*Producing Student-Developed Assemblies:* the real

heart of the book, explaining the various types of programs that may be given by students, honoring holidays and special occasions throughout the year.

*Evaluating the Assembly:* the standards of a good assembly, giving evaluative criteria such as (1) a good assembly is educationally justifiable, (2) a good assembly reaches out into the community, (3) a good assembly is in accord with sound educational policies and practices, (4) a good assembly is dynamic.

This book closes with a series of criteria in the form of charts as a means of measuring improvement, which are excellent ways of evaluating the entire assembly program devised by the schools. It is recommended that this book be a part of every educational library because of the dynamic way in which this particular aspect of the education of the child is treated.

HENRY F. ALDERFER  
Director of Education  
Mooseheart, Ill.

**Unwilling Pirate**, by WEST LATHROP. New York: Random House, 1951. 277 pages, \$2.75.

*The Unwilling Pirate* is Steven Wheeler, a young lad kidnapped by Dick Turgate and forced to

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serve as cabin boy on the brig, *Black Betsy*. Added to his terror and concern for his own safety is Steven's worry about his brother and mother at home, and his father, Captain Wheeler, a sea captain, long overdue on his return from a trip to the West Indies.

Before he has been on the ship very long, however, Steven finds that he has some kind friends on board. In turn, he proves himself worthy of their trust when he cooperates in a daring scheme which saves the lives of a number of Englishmen held captive on the *Black Betsy*. He wins the friendship of a dog, who plays an important part in the yarn.

The reader finds himself actually living the story, especially in such scenes as the one in which Steven escapes from the hut where he is held captive. At no time does this exciting adventure drag. The characterization is excellent, even to the animals—the dog Tippy, the rooster Bluebeard, and the pig Emmy. The illustrations by Edgard Cirlin are well done. Although this tale has the strongest appeal for boys, many girls will enjoy it. I recommend it for young people in grades 7 through 9.

JEAN E. NELSON, LIT'D

Hinsdale Township High School  
Hinsdale, Ill.

*The Material Resources of Curriculum Laboratories*, Curriculum Bulletin No. 1. Storrs, Conn.: School of Education Curriculum Center, University of Connecticut, 1951. 37 pages, paper bound, 35 cents.

This report is of extremely limited value to general workers in education. In fact, much of the minutiae with which it deals ("Do you shelve pamphlets in piles or use holders?") would be of interest only to the director of a curriculum laboratory.

Curriculum laboratories, whether in colleges, cities, counties, or state education departments—with the usual notable exceptions—lack funds, lack the variety of materials which justifies the term "laboratory," and lack space. Perhaps of greatest concern is the fact that they also lack users: inadequate though they be, they are not yet crowded with workers.

For this reader the report is reassurance that teachers and administrators are really trying to move from the textbook-centered presentation of subject matter to the more dynamic techniques which have called curriculum laboratories into being.

RICHARD C. SPITZER

Curriculum Director  
Gloucester Public Schools  
Gloucester, Mass.

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*reviews* **KIRKENDALL** *a second time:*

*First review was in the April 2, 1951 issue.*

*This review was in the January 18, 1952 issue:*

"May we again call your attention to Lester A. Kirkendall's excellent book, *Sex Education as Human Relations*. We don't want to seem too enthusiastic but we sincerely believe that Dr. Kirkendall has written one of the most helpful and constructive books on this subject ever to cross our desks.

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## BULLETIN BOARD NEWS

# The November *Clearing House* Is Here

*The following excerpts are clues to good professional reading in THE CLEARING HOUSE for November.*

The purpose of this article is not to argue for or against competition, contests, and awards, but to raise some questions and try to stimulate some thinking about these matters.—*Loaz W. Johnson*, p. 131.

Another effective practice for getting [social-studies] teachers to do their best is for the department head to ask each teacher to summarize in writing his particular accomplishments for the school year.—*Carlos de Zafra, Jr.*, p. 134.

A way exists whereby every man, woman and child can participate in an activity directly designed for preparedness, and that way is via participation in the local program of civil defense.—*William N. McGowan*, p. 138.

As the attendance officer you are interested in Richard's attendance record, for an empty seat can be taught nothing, but more than that you are concerned as to the family attitude about Richard's school life.—*Catherine H. Braun*, p. 141.

As a matter of fact, the really important question is not whether the child likes his teacher—but does the teacher like him? Vocational, social, educational or marital success all depend on somebody's liking us, not on our liking him.—*Henry J. Adams*, p. 178.

They [teachers] believe that pupils are somehow extremely stupid and yet possess adequate superhuman qualities to remain sane after doing colossal quantities of homework nightly.—*Oliver Lance* (high-school student), p. 159.

It is my sincere belief that the two most important everyday activities in which an eight-grade teacher may engage today are those of reading to and for his students.—*Miriam S. Coombs*, p. 161.

That there is plenty of teen-age violence and vandalism to worry about is quite evident from the headlines that my twelfth-grade composition class has been bringing in lately.—*J. E. Logan*, p. 146.

Our student council has been getting letters like this for the past two years, ever since it started publishing the Student Council "Newsletter," a slangy, newsy, mimeographed sheet that goes semi-monthly to all former Oneonta High School students (drop-outs as well as grads) now in military service.—*Charles A. Belden*, p. 167.

An endless stream of students, teachers, and coaches had worn him out with their yapping about win, win, win. Even he, as captain for the game, had mumbled his few confused words. He wondered if everyone was nuts about basketball or just nuts about winning.—*Robert Marshall*, p. 175.

### Articles featured in the November *Clearing House*:

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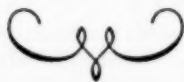
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### PAMPHLETS RECEIVED

- "Problems in Individual Analysis (emphasizing standardized tests and measurements)"—Report of a Conference of Teachers, Counselors, Directors of Guidance and School Administrators. May 1952 issue of *Kansas State Teachers College Bulletin*. Free copies available from Guidance Bureau, Kansas State Teachers College, Pittsburg, Kans.
- A Procedure for Evaluating a Local Program of Trade and Industrial Education*. Chicago: American Technical Society, 1952. 64 pages, \$1.50.
- Socialism in the United States—A Brief History*, by HARRY W. LAIDLER. New York: League for Industrial Democracy, 1952. 28 pages, 25¢.
- Strangers—and Neighbors: The Story of Our Puerto Rican Citizens*, by CLARENCE SENIOR. Chicago: Anti-Defamation League of B'nai B'rith, 1952. 53 pages, 25¢.
- Trends in Production of Teaching Guides—A Survey of Courses of Study Published in 1948-1950*, by ELEANOR MERRITT and HENRY HARAP. Nashville, Tenn.: Division of Surveys and Field Services, Peabody College for Teachers, 1952. 31 pages, 50¢.
- World Labor Today*, by ROBERT J. ALEXANDER. New York: League for Industrial Democracy, 1952. 54 pages, 35¢.

### BOOKS RECEIVED

- The Art of Book Reading—A Guide for the Intelligent Reader Who Seeks in Books Better Understanding and Greater Enjoyment*, by STELLA S. CENTER. New York: Charles Scribner's Sons, 1952. 298 pages, \$3.50.
- Darwin, Competition and Cooperation*, by ASHLEY MONTAGUE. New York: Henry Schuman, 1952. 148 pages, \$2.50.
- Education in the Humane Community*, by JOSEPH K. HART. New York: Harper & Bros. 172 pages, \$3.
- Elementary Social-Studies Instruction*, by MAURICE P. MOFFATT and HAZEL W. HOWELL. New York: Longmans, Green and Co., 1952. 486 pages, \$4.25.
- The Fight Against Tuberculosis, An Autobiography of Francis Marion Pottenger*. New York: Henry Schuman, Inc., 1952. 276 pages, \$4.
- Parents Behave!* by JANE C. CARADINE. Dallas, Tex.: Mathis Van Nort and Co., 1951. 214 pages, \$3.75.
- Teaching the Language Arts*, by WILLARD F. TIDYMAN and MARGUERITE BUTTERFIELD. New York: McGraw-Hill Book Co. 433 pages, \$4.50.
- The Treaty as an Instrument of Legislation*, by FLORENCE ELLINWOOD ALLEN. New York: The Macmillan Co., 1952. 114 pages, \$1.75.

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# ➤ Audio-Visual News ➤

**ECONOMICS:** *Guide to Films in Economic Education*, \$1, distributed by the Division of Audio-Visual Instruction, National Education Association, Washington 6, D.C. This guide offers a critical evaluation of 124 films and filmstrips on economic problems, and indicates the age group for which each title is suitable. The publication was issued by the Joint Council on Economic Education of New York City, in cooperation with the NEA Division of Audio-Visual Instruction.

**DISCIPLINE:** *Achieving Classroom Discipline*, filmstrip, issued by the Audio-Visual Materials Consultation Bureau, Wayne University, Detroit 1, Mich. Discipline in this strip is considered as a flexible matter depending upon the situation, the group, and the philosophy of the teacher and the school, rather than a "constant yardstick." Discipline in action under varying circumstances is illustrated. The strip shows how specific problems have been met, and exceptional cases handled, by other teachers. There are suggestions for "personal approaches" and specific techniques in achieving classroom discipline and "producing desired action patterns." In-

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**NEWS FILMS:** *Weekly News Review*, 15 min. each, for rental, issued by Telenews Productions, New York 36, N.Y. This weekly quarter-hour film summarizing international news highlights of the week, is issued for secondary-school current-events and civics classes. Telenews Productions prepares a weekly news review film for television stations, made up of news stories filmed in all parts of the world by its camera staff. The present secondary-school edition of the feature is based upon use-tests of the television edition during the 1951-52 school year in social-studies classes.

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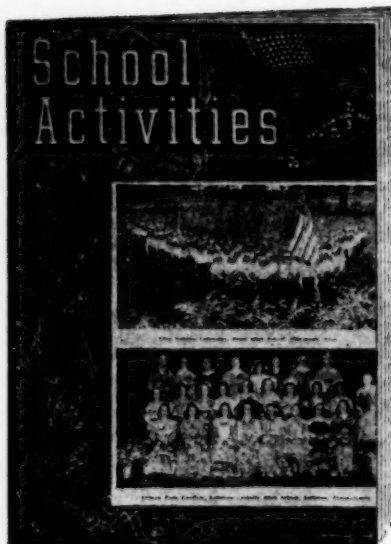
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